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ABSTRACT

This project report describes pilot programs of the Ames Community School District for two school years, 1973-74 and 1974-75. The purposes of the pilot programs were to ascertain whether objectives were met, to consider the appropriateness of activities and materials, to determine the validity of the test measure, to assess the degree to which children can function independently at learning centers, and to ascertain the gains made on a standardized measure. The contents of the report include: "Part One--Statistical," which contains information on the budget, project staff activity, and total school enrollment and project participants; "Part Two--Narrative," which discusses pilot evaluation for 1973-74, pilot expansion and evaluation for 1974-75, and procedures utilized for dissemination; and "Part Three--Evaluation," which discusses procedures utilized for dissemination of information. Appendixes include monitoring data, Ames inventory of developmental skills, table of contents from handbooks, lists of materials, and monitoring forms. (WR)

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PROJECT ERA

EARLY

READING - READINESS

ACHIEVEMENT

End of Budget

Period Report

Title III

Elementary and Secondary Education

Act of 1965, P. L. 89-10

Submitted to Consultant, Title III, ESEA

Department of Public Instruction

Des Moines, Iowa

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by

Ames Community School District

Ames, Iowa

April 1, 1975

US 001 735

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State of Iowa--Department of Public Instruction
STATISTICAL REPORT--Form 001, Page 1
Title III ESEA (P.L. 89-10)

Section A: General Project Information

1A. Classification of Project

- Central City
- Geographically Isolated
- Programs for Minority Groups
- Pre-Kindergarten Programs
- Programs for Handicapped
- x Other (Specify)

1B. Check the category which best describes your project.

- Innovative x
- Exemplary

2. Project Title

Early Reading-Readiness Achievement

3. Name of Applicant (Local Education Agency)

Ames Community School District

4. Address of Applicant (Number, Street, City, State, Zip)

120 South Kellogg, Ames, Iowa 50010

5. Name of County

Story

6. U.S. Congressional District Number(s)

Fifth

7. Project Director

Name	Address	Phone
Frances Long	120 South Kellogg Ames, Iowa 50010	(515) 232-3400

8. Contact Person for Project

Name	Address	Phone
Frances Long	120 South Kellogg Ames, Iowa 50010	(515) 232-3400

9. Person Authorized to Receive Grant

Name	Position	Address	Phone
Joe W. Stratton	Secretary	120 South Kellogg Ames, Iowa 50010	(515) 232-3400

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to file this application.

Joe W. Stratton
(Signature of person authorized to receive grant)

April 1, 1975
Date of Application

(Continued on Next Page)

STATISTICAL REPORT--Form 001, Page 2
Title III ESEA (P.L. 89-10)

Section B(cont.)

12. Maintenance of Fiscal Effort

		13. Total Number of LEA's Served
a. Estimated Current General Fund Expenditures. Fiscal Year Ending June 30, 1975	$ 7,961,552	
b. Preceding Year, FY Ending June 30, 1974	$ 7,261,552	
c. Second Preceding Year, FY Ending June 30, 1973	$ 6,743,169	

Section B: Title III Budget Summary for Project

	Grant Number	Beginning Date (Month, Year)	Ending Date (Month, Year)	Funds Requested
a. Initial Application or Resubmission				$
b. Application for First Continuation Grant				$
c. Application for Second Continuation Grant	72-02013	1,75	12,75	$ 26,333
d. Total Title III Funds				

2. Complete the following items only if this project includes improvements to sites, remodeling, or leasing of facilities for which Title III funds are requested.
Leave blank if not appropriate.

Type of Function	Title III Funds Requested
a. Remodeling ($2,000 or less)	$
b. Leasing	$
c. Improvements to Sites	$

Section C: Total School Enrollment and Project Participants

1.

		Pre-Kindergarten	Kindergarten	Grades 1-6	Grades 7-12	Total Students	Teachers Engaged in In-Service Training	Other Teachers	Para-Professionals
a. Total School Enrollment	(1) Public		423	2509	2691	5,623	15		
	(2) Non-Public		15	126		126	0		
b. Project Participants	(1) Public		423			423	15		
	(2) Non-Public								
	(3) Not Enrolled								

Total Student Participants: 5,623

2.

White	Negro	American Indian	Puerto Rican	Oriental	Mexican-American	Other (Specify)	Total*
5,496	44	1		48		Spanish Sur. 34	5,623

State of Iowa–Department of Public Instruction
BUDGET SUMMARY–Form 002
Title III ESEA (P.L. 89-10)

A. Name and Address of Local Agency: Ames Community School District, 120 South Kellogg, Ames, Iowa 50010

B. Funds for Handicapped Children $

C. Project Number: [illegible]13

D. Budget Period: Beginning 1-1-74 Ending 12-31-74

E. Expenditure Accounts: Expense Classification

FUNCTIONAL CLASSIFICATION	ACCT. NO.	SALARIES PROFESSIONAL	SALARIES PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Administration	100	9,547.15	5,257.53	9,234.07	131.94	1,493.43			25,664.12
2. Instruction	200	7,327.15	12,009.06	299.94	7,307.36	1,135.76		902.69*	28,981.96
3. Attendance Services	300								
4. Health Services	400								
5. Pupil Transp. Sers.	500								
6. Operation of Plant	600				114.56				114.56
7. Maint. of Plant	700								
8. Fixed Charges (Except 830)	800	1,068.60	1,469.71						2,538.31
9. Leasing of Facilities	830								
10. Food Services	900								
11. Student Body Acts.	1000								
12. Community Services	1100								
13. Improvement to Sites	1210C								
14. Remodeling ($2,000 or less)	1220C								
15. Capital Outlay (Equipment Only)	1230								
16. Total Budget (Expenditures)									57,298.95
17. LEA Funds									
18. Title III Funds									
19. Title III Grant									
20. Unexpended balance of Title III Funds (Line 19, Col. 10 minus Line 18, Col. 10)									-631.95

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD. *Dissemination

Signature of Person Authorized to Receive Grant: Joe W. Stratton, Secretary

Date Reported: 4-1-75

STATISTICAL REPORT--Form 001, Page 3
Title III ESEA (P.L. 89-10)

Section C (cont.)

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL CITY LOW-SOCIO-ECON. AREA	OTHER CENTRAL CITY	OTHER URBAN
Percent of Total Number Served (Based on total given in Section C1b.)		100%			

SECTION D - TITLE III PROJECT STAFF - ALL PROJECTS ACTIVE DURING FISCAL YEAR

PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	Reg. Staff Assigned to Project				New Staff Hired For Project			
	NUMBER FULL-TIME	PART-TIME NO. OF PERSONS	PART-TIME F.T.E.	TOTAL FULL TIME EQUIV (Col 2+4)	NO. FULL-TIME	PART-TIME NO. OF PERSONS	PART-TIME F.T.E.	TOTAL FULL-TIME EQUIV. (Col. 6+8)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. ADMINISTRATION/ SUPERVISION		1	.15	.15	1			
2. TEACHERS:								
(a) Pre-Kindergarten								
(b) Kindergarten								
(c) Grades 1-6								
(d) Grades 7-12								
(e) Other								
3. SUBJECT-MATTER SPECIALISTS (Artists, Scientists, Musicians etc.)						6	.15	.15
4. TECHNICIANS (Audio-visual, Computer Specialists, etc.)								
5. PUPIL PERSONNEL WORKERS (Counselors, Social Workers, Psychologists, Attendance Workers)								
6. MEDICAL AND PSYCH. PERSONNEL								
7. RESEARCHERS, EVALUATORS						10	1.5	1.5
8. PLANNERS AND DEVELOP.								
9. DISSEMINATORS (Writer Publ. Rel. Personnel, Editors, etc.)								
10. OTHER PROFESSIONAL STAFF								
11. PARA-PROFESSIONAL, Teacher Aides, etc.						6	2	2
12. OTHER NON-PROF. Clerical, Bus Driver etc.					1			1

EARLY READING-READINESS ACHIEVEMENT
AMES COMMUNITY SCHOOL DISTRICT
AMES, IOWA
ESEA, TITLE III
PROJECT NUMBER 02013
INTRODUCTION

During the 1973-74 school year pilot programs were carried out in six kindergarten classrooms. The purposes of the pilot programs were:

a. To ascertain whether objectives were met.

b. To consider the appropriateness of activities and materials.

c. To determine the validity of the test measure.

d. To assess the degree to which children can function independently at learning centers.

e. To ascertain the gains made on a standardized measure.

Based on the information secured during the pilot program certain modifications have been incorporated in the programs implemented during 1974-75. The major modifications occurred in the test measure and the proficiency level of the objectives.

The entire kindergarten staff elected to participate in one or more programs during the 1974-75 school year. Information gathered during this implementation year will assist in further refinement of test measures and activities.

One question we are addressing ourselves to is whether the number of programs influences gains made on a standardized measure.

YEAR END REPORT
PART II
NARRATIVE

SECTION I. OBJECTIVES AND EVALUATION

The Ames Community School District has been concerned about the pre-reading or language development curriculum offered at the kindergarten level. Title III Project ERA was written in an endeavor to implement a curriculum that would more nearly meet the individual needs of the child.

The learner needs were identified to all kindergarten and first grade teachers at a district in-service meeting. Learner needs were documented by: subtests of Stanford Achievement Test, Gates-MacGinitie Reading Readiness, and Peabody Picture Vocabulary Test. Teachers were then given the opportunity of becoming members of the Kindergarten Program Planning Committee. A random selection of nine participants was made from the group that volunteered.

The initial goals of the Kindergarten Program Planning Committee were to identify the program structure and the performance objectives for the program (see Figure 1). Upon completion of the committee work, the objectives were presented to the remainder of the kindergarten staff. They were asked to verify that the selective objectives were, in fact, performance objectives of their students.

From the original group of nine members of the Kindergarten Program Planning Committee, six were randomly selected to work on the Summer Kindergarten Writing Committee. The committee assisted in developing the initial activities for the three

Figure 1

Kindergarten Program Structure As

Identified by Kindergarten Program Planning Committee

Verbal Expression		Word Attack		Gross Motor		Math Concepts*
Verbal	Nonverbal	Visual	Auditory	Gross	Fine*	
Identification		Visual Discrimination		Awareness of Self		
Describing		Visual Memory		Basic Body Movements		
Classification		Auditory Discrimination		Balance		
Comparison		Auditory Memory		Position in Space		
Vocabulary						
Reasoning						
Interpretation						
Sequencing						

*Treatment programs not available at this time.

skill programs, and suggested items to be included in the Ames District Criterion-Reference Test Measure.

Three assumptions were utilized in formulating the basis for the instructional activities. They were as follows: (1) that cognitive development is facilitated by the mastery of the structure of the language, (2) development of visual and auditory skills will facilitate the decoding process, and (3) awareness and development of movement skills will enhance the prospects for form perception.

PROCEDURES

A. Research Design (See Figure 2)

1. During the second semester of the 1973-74 school term, pilot projects were carried out in six classrooms with a sample consisting of 149 students.

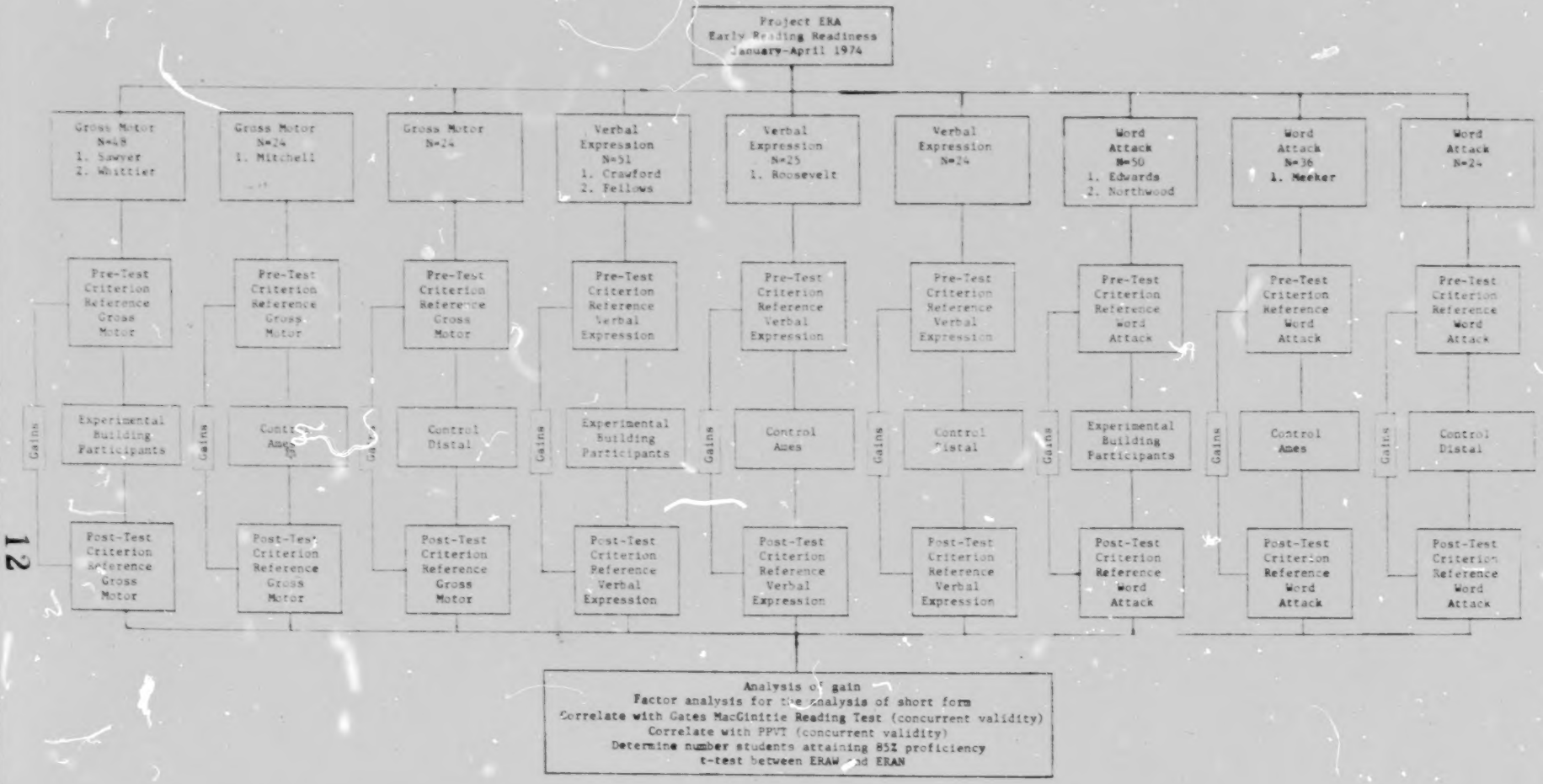
2. Four groups were identified for comparisons in each of the pilot projects. They were: a) experimental group ERAW, the teacher had been involved in developing the specific activities that were written for the program; b) experimental group ERAN, the teacher was aware of the objective to be met, but did not assist in writing the activities; c) Ames Control, the teacher had agreed that this was an objective for her class; d) Distal Control, a teacher in a comparable neighboring community that had agreed that this was an objective for her class.

3. Pre and post test measures on Peabody Picture Vocabulary Test, Gates-MacGinitie Reading Readiness, and Ames District Criterion-Reference Test were administered to all experimental and control groups. The pre tests were administered prior to implementation of programs and post tests on equivalent forms were given immediately after the nine weeks of the experimental program.

4. Gain scores were computed for word attack, verbal expression, and gross motor.

5. Statistical analyses were then carried out on the above gains to determine if any significant changes had occurred.

Figure 2
Schema Utilized For Research Design



B. Instructional Design

1. The learners were organized within self-contained classrooms for thirty-minute instructional periods each day for nine weeks.

2. Instructional activities were carried out in three randomly selected groups within each experimental classroom. Each group consisted of eight students assigned to a teacher or teacher associate. (Teacher associate is a certified classroom teacher.)

3. The groups were rotated on a three-week basis, thus each child had the opportunity to be under the direction of the classroom teacher three weeks during the nine week experimental program.

4. The teacher or teacher associate assigned instructional activities within her group of eight.

5. The lessons were initiated through the procedures outlined within each identified activity. To allow the child additional experience with that activity or skill, the self-directed activity was utilized. The self-directed activities were so constructed that a minimum amount of instructional direction and monitoring was required by the teacher.

6. Teachers involved in implementing the program received one day of in-service training prior to implementation of the program.

7. Two teacher associates were assigned to each experimental program. They served as the associates in both schools where the programs were implemented. Prior to participation in the program the teacher associate participated in two and one-half days of in-service.

The data analysis is presented by performance objective in tabular form, to include pre-post test mean scores, mean gain scores, number of students attaining an 85 percent proficiency level, t-test between the ERAW and ERAN groups and correlations between the Gates-MacGinitie Reading Test, the PPVT, and the ERA Gross Motor, Verbal Expression and Word Attack Tests.

YEAR END REPORT
PART II
NARRATIVE
SECTION I. OBJECTIVES AND EVALUATION

A. PILOT EVALUATION - 1973-74

Performance Objective #1 - Gross Motor

Upon completion of the school year, the kindergarten students will, on the average, demonstrate an 85 percent proficiency in the articulation level of gross motor skills as shown by their coordination and control of large muscle movements, as measured by the Ames District Criterion-Referenced Test.

TABLE 1

GROSS MOTOR TOTAL SCORE

Group	Number of students	Average score	Average percent correct	Number of students attaining 85%
ERAW	22	233.5	66	0
ERAN	22	229.3	64	0
AMES	21	207.1	58	0
DISTAL	19	192.3	54	0

NOTE: Possible score 356

The data displayed in Table 1 includes the average score of each group, the average percent of items correct and the number of students attaining 85 percent or more of the items. In order to master 85 percent of the items, a score of 303 out of 356 was required. Although the ERAW and ERAN groups did not attain a score of 303, both groups scored higher in gross motor development than the two control groups. The ERAW group had a higher mean score (233.5) and a greater percentage of the items correct (66 percent) than did the other three groups. None of the groups had students who attained scores of 303, therefore no students attained the 85 percent proficiency level. A further analysis of the data is presented in Tables 2, 3, and 4.

TABLE 2

STUDENTS ATTAINING 85 PERCENT OR MORE BY SUBTEST

Group	Number of students	Body Awareness 56 items	Basic Body Movement 32 items	Balance 15 items	Position in Space 14 items
ERAW	22	0	11	0	3
ERAN	22	0	14	0	6
AMES	21	0	3	0	1
DISTAL	19	0	2	0	0

The data in Table 2 presents the number of students who correctly responded to 85 percent or more of the items on each of the four Gross Motor subtests. The possible number of test items are listed with each subtest. The Body Awareness and Balance Subtests were not mastered by students in any of the four groups. The ERAW and ERAN students were more successful in Basic Body Movements and Position in Space Subtests than the other groups. It should be noted that 57 percent of the ERA students met the expectancy in Basic Body Movements while 20 percent accomplished the desired performance with Position in Space.

TABLE 3

MEAN GAIN SCORES

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	22	179.50	233.50	54.00
ERAN	22	172.95	229.32	56.36
AMES	21	175.76	207.05	31.29
DISTAL	19	167.68	192.26	24.58

NOTE: Possible score 356

The mean gain scores of each group are depicted in Table 3. The greatest gains were indicated by the ERAN group. Both the ERAW and the ERAN groups demonstrated much larger gains than did the AMES and DISTAL groups.

TABLE 4

ERAW AND ERAN
Mean Gains and t-tests

Gross Motor Skills	ERAN Mean Gain	ERAW Mean Gain	t-test
Body Awareness	.82	2.41	1.41
Basic Body Movements	42.14	28.00	-4.96*
Balance	6.23	11.77	3.32*
Position in Space	7.18	11.82	.99
Total	56.36	54.00	-.55

*Significant at .05 level t(N=46, df=44) = 2.02

Significant gains are displayed in Table 4. The gains demonstrated by the ERAW group in Balance were significant at the .05 level. The ERAN group displayed significant gains at the .05 level in Basic Body Movements. Otherwise no significant gains were documented.

Conclusion

The Gross Motor performance objective was not accomplished although two of the subtests yielded results that indicated 57 percent of the ERA students were successful in Basic Body Movements and 20 percent of the ERA students met the desired expectancy with Position in Space. The ERA students demonstrated significant gains at the .05 level of confidence in Basic Body Movements and Balance.

Limitations

1) A weighted score was used in evaluating the student's performance. Evaluators tended to have higher expectations than during the pre-test.
2) The ERAN group participated three weeks longer than the ERAW group.
3) The handbook of activities was not complete for position in space.
4) Some equipment for the program did not arrive on schedule.

Performance Objective #2 - Verbal Expression

Upon completion of the school year, the kindergarten students will, on the average, demonstrate an 85% proficiency in the comprehension of verbal expression by being able to imitate language patterns, communicate ideas effectively in complete sentences and express their needs and feelings as measured by the Ames Criterion-Reference Test.

TABLE 5

VERBAL EXPRESSION TOTAL SCORE

Group	Number of students	Average score	Average percent correct	Number of students attaining 85%
ERAW	20	63.7	73	0
ERAN	24	61.3	70	1
AMES	20	63.9	73	3
DISTAL	23	61.2	70	2

NOTE: Possible score 87

The data in Table 5 presents the average score, the average percent of correct items, and the number of students correctly responding to 85 percent or more of the items. Few students attained 85 percent of the verbal expression items. In order to meet the objective, a score of 74 out of 87 was required. The average score for all groups ranged from 61 to 63, considerably less than expected. The most successful groups were the ERAW (73 percent) and the AMES (73 percent) groups, although their percentages were 12 percent less than the 85 percent expected. The data for further analysis are presented in Table 6 through Table 8.

TABLE 6

STUDENTS ATTAINING 85 PERCENT OR MORE BY SUBTEST

Group	Number of students	Identification	Description	Classification	Comparison	Vocabulary	Reasoning	Interpretation	Sequencing
ERAW	20	20	3	20	20	19	19	20	17
ERAN	24	19	2	22	23	21	23	23	21
AMES	20	17	1	18	17	16	19	17	16
DISTAL	23	11	4	23	23	17	20	23	11

The subtests results are depicted in Table 6. All groups had a majority of their students meet the 85 percent expectancy in Classification, Comparison, Vocabulary, Reasoning, and Interpretation. The Distal group was not as successful with Identification and Sequencing. All groups did not perform as expected on the Description Subtest.

TABLE 7

MEAN GAIN SCORES

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	20	61.60	63.65	2.05
ERAN	24	60.58	61.33	.75
AMES	20	63.55	63.85	.30
DISTAL	23	61.26	61.17	-.09

NOTE: Possible score 87

As displayed in Table 7, the ERAW group demonstrated the greatest gain, with the DISTAL group exhibiting the least gain. In all groups, the gain was minimal.

TABLE 8

ERAW AND ERAN
Mean Gains and t-tests

Verbal Expression	ERAN Mean Gain	ERAW Mean Gain	t-test
Identification	-1.21	-1.40	-.37
Description	5.83	6.75	.52
Classification	.00	.20	1.00
Comparison	.04	.00	-.18
Vocabulary	-.38	.40	2.11*
Reasoning	1.58	2.05	1.12
Interpretation	.25	.20	-.19
Sequencing	.46	.60	.38
Total	.75	2.05	1.21

*Significant at .05 level $t(N=46, df=44) = 2.02$

The only significant difference computed was the ERAW significant gain in Vocabulary. Although not significant, the ERAW demonstrated greater gains in Description, Classification, Reasoning, and Sequencing. Overall, the ERAW demonstrated a greater total mean gain in Verbal Expression, a 2.05 compared with a .75.

Conclusion

The Verbal Expression performance objective was not attained, but the ERAW and ERAN groups did demonstrate greater success and greater gains than the other two groups. Overall the ERAW group displayed greater attainment.

Based on monitoring data it appeared that equal time was spent on self-directed and teacher-directed activities with the exception of the ERAN. This group utilized more self-directed activities. (Appendix A.)

Limitations

1) Some of the subtests did not contain enough items for measurement purposes.
2) Students could not recognize some of the illustrations used on the Identification Subtests.
3) The Description Subtest was not a comparable subtest in scoring value to the other subtests.

Performance Objective #3 - Word Attack

Visual Discrimination: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 85% proficiency in the application of total word form discrimination by being able to match multiple letter words, as measured by the Ames District Criterion-Reference Test.

Auditory Discrimination: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 85% proficiency in the application of sound discrimination by being able to identify beginning, ending, and medial sounds, as measured by the Ames District Criterion-Reference Test.

Visual Memory: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 85% proficiency in the application of visual memory by being able to recall a total word, as measured by the Ames District Criterion-Reference Test.

Auditory Memory: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 85% proficiency in the application of auditory memory by being able to recall a series of directions, words, and sentences in sequential order, as measured by the Ames District Criterion-Reference Test.

TABLE 9

WORD ATTACK TOTAL SCORE

Group	Number of students	Average score	Average percent correct	Number of students attaining 85%
ERAW	24	91.7	62	4
ERAN	23	86.2	59	1
AMES	34	85.7	58	3
DISTAL	21	58.6	40	1

NOTE: Possible score 147

As indicated in Table 9, the ERAW and AMES groups had the most successful students, although the desired score of 125 out of 147 was not attained by any group. The highest average score was attained by the ERAW group (91.7). The 85 percent average correct category was not attained, although the ERAW group achieved the highest score of 62 percent.

TABLE 10

STUDENTS ATTAINING 85 PERCENT OR MORE BY SUBTEST

Group	Number of students	Visual Discrimination	Visual Memory	Auditory Discrimination	Auditory Memory
ERAW	24	21	10	4	8
ERAN	23	22	2	1	7
AMES	34	29	16	3	16
DISTAL	21	14	2	1	7

As depicted in Table 10, all groups with the exception of the DISTAL group performed successfully in Visual Discrimination. The AMES group was the most successful with Visual Discrimination and Auditory Memory; all groups were unsuccessful with Auditory Discrimination.

TABLE 11

WORD ATTACK MEAN GAINS

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	24	66.83	91.67	24.84
ERAN	23	59.96	86.17	26.21
AMES	34	73.24	85.68	12.44
DISTAL	21	43.95	58.67	14.72

NOTE: Possible score 147

The greatest mean gains were accomplished by the ERAW and ERAN groups in Word Attack skills. The gains were doubled in comparison to the AMES and DISTAL groups.

TABLE 12

VISUAL DISCRIMINATION MEAN GAINS

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	24	11.17	12.54	1.37
ERAN	23	11.26	12.65	1.39
AMES	34	11.32	12.44	2.12
DISTAL	21	8.14	11.71	3.57

NOTE: Possible score 14

Table 12 data indicates that all groups attained a post-mean score of 12 or 85 percent in Visual Discrimination. The highest mean score was attained by the ERAN group. The greatest gain was demonstrated by the DISTAL group.

Entrance skill in visual discrimination was higher than that expected for ERAW, ERAN, and AMES.

TABLE 13

AUDITORY DISCRIMINATION MEAN GAINS

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	24	42.71	65.13	22.42
ERAN	23	35.22	59.78	24.56
AMES	34	48.71	58.03	9.32
DISTAL	21	23.95	33.86	9.91

NOTE: Possible score 112

The data displayed in Table 12 indicates that the greatest gains were made by the ERAN (24.56) and the ERAW (22.42) groups. The ERAN group displayed the best gain in Auditory Discrimination. All groups mastered much less than the score of 95 that was expected. The ERAW group was nearest with a post-mean score of 65.13.

TABLE 14

VISUAL MEMORY MEAN GAINS

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	24	4.58	6.21	1.63
ERAN	23	5.09	5.57	.48
AMES	34	4.91	6.32	1.41
DISTAL	21	4.24	5.05	.79

NOTE: Possible score 9

As indicated in Table 9, the ERAW group (1.63) and the AMES group (1.41) demonstrated the greatest mean gains. The ERAN group (.48) displayed the least gain in Visual Memory. The expected post score was eight out of nine. Note that the ERAW and the AMES groups displayed post scores of 6.21 and 6.32.

Monitoring data indicates that a lesser amount of instructional time was given to visual memory activities. The amount of time alloted to visual memory activities accounts for mean gains. (Appendix A.)

TABLE 16

ERAW AND ERAN
Mean Gains and t-tests

Word Attack	ERAN Mean Gain	ERAW Mean Gain	t-test
Visual Discrimination	1.39	1.39	.02
Visual Memory	.48	1.63	2.09*
Auditory Discrimination	24.57	22.42	-.43
Auditory Memory	-.22	-.58	-.64
Total	26.22	24.83	-.27

*Significant at .05 level
t(N = 46, df = 44) = 2.02

TABLE 15

AUDITORY MEMORY MEAN GAINS

Group	Number of students	Pre-Mean	Post-Mean	Mean Gain
ERAW	24	8.38	7.79	-.58
ERAN	23	8.39	8.17	-.22
AMES	34	8.29	8.88	.59
DISTAL	21	7.62	8.05	.43

NOTE: Possible score 12

Table 15 displays data relative to Auditory Memory scores. Both ERAW and ERAN yielded regression scores. The AMES group demonstrated the largest gain (.59). A score of ten was expected, while both pre and post scores yielded an eight.

In Table 16, the only significant gain was demonstrated by the ERAW group in Visual Memory. The ERAN group demonstrated greater gains in Auditory Discrimination and Memory. Overall there were no significant differences in gains by the ERAW or the ERAN groups.

Conclusion

Although the performance objective was not accomplished, the distinction can be made that the Ames schools' gains were greater than the Distal schools. Also, the ERAW gains in Word Attack were greater than the other groups overall.

Tables 17 and 18 display the correlations computed between the five various tests that were utilized in the ERA Project.

Limitations

A. Testing

1) The student was asked to retain three words and then discriminate the two matching sounds.

2) All students were not administered the complete test. Students that missed six items were terminated at that point.

3) Too many items were in the auditory discrimination subtest.

B. Materials and Instruction

1) All materials were not completed prior to implementation of experimental program.

2) Limited number of activities within the medial sounds category.

TABLE 17

PRE-TEST CORRELATION TABLE

	Gates McGinitie	PPVT
Gates McGinitie	1.00	.52
PPVT	.52	1.00
Gross Motor	.60	.34
Verbal Expression	.39	.29
Word Attack	.70	.46

TABLE 18

POST-TEST CORRELATION TABLE

	Gates McGinitie	PPVT
Gates McGinitie	1.00	.59
PPVT	.59	1.00
Gross Motor	.51	.27
Verbal Expression	.50	.23
Word Attack	.72	.60

Correlations ranging from .35 to .65 are statistically significant beyond the one percent level. With correlations around .50, crude group prediction may be achieved. As a correlation of .50 between a test and the performance predicted only indicates 25 percent common variance, it is obvious that predictions based on a correlation this low can be expected to be frequently in error.

Correlations within this range, however, are useful when combined with other correlations into a multiple-regression equation. Combining several correlations in this range can in some cases yield individual predictions that are correct within an acceptable margin of error. Correlations at this level used singly are of little or no use for individual prediction because they yield only a few more correct predictions than could be accomplished by guessing or by using some chance selection procedure.

Correlations ranging from .65 to .85 make possible group predictions that are accurate enough for most purposes. As we move toward the top of this range, group predictions can be made very accurately, usually predicting the proportion of successful candidates in selection problems within a very small margin of error. Near the top of this correlation range individual predictions can be made that are considerably more accurate than would occur if no such selection procedure were used.

RECOMMENDATIONS

Visual Discrimination

Students evidenced a higher level of readiness, already developed, in this skill and performed better than anticipated on the pre testing. Even though pre test scores were high, the mean gains reflect that students having problems in this area do benefit from use of the ERA materials.

Visual Memory

According to the observations made, less instructional time was allotted for this area. Noting the minimal mean gains, it is recommended that more instructional time be focused in this skill area rather than on visual discrimination. (Appendix A.)

Auditory Discrimination

The staff will need to write a revision in test items for this category. Significant mean gains in the post test scores indicate ERA materials do assist students in making substantial growth in this skill. Students having problems in this area would benefit from small grouping and slower pacing while moving through ERA materials.

Auditory Memory

The staff will need to write a revision in test items for this category. In addition, observations indicate that a balance of time between auditory discrimination and auditory memory needs to be established.

Gross Motor

The subjective evaluation of the students' performance proved ineffective. The staff will need to revise the scoring of test items. Based on monitoring data there needs to be more utilization of activities in the areas of body awareness and balance.

Verbal Expression

This seems to be an area in the curriculum in which students are meeting expectancies. However, reviewing post test data on individual subtests, the staff recommends additional time be allotted for description activities and the writing of experience charts.

TABLE 19

ERAW, ERAN, AMES CONTROL AND DISTAL CONTROL

Mean Gains and t-tests

Word Attack	ERAW and ERAN Mean Gain	Ames and Distal Control Mean Gain	t-test
Visual Discrimination	1.38	2.05	1.62
Visual Memory	1.06	1.18	.32
Auditory Discrimination	23.47	9.55	4.93*
Auditory Memory	.40	.52	2.60*
Total	25.51	13.30	4.17*

*Significant at .05 level

t (N=102, df=100) = 1.98

The significant differences computed were ERAW and ERAN significant gain in Auditory Discrimination and control groups significant gain in Auditory Memory. Overall, the ERAW and ERAN demonstrated a greater total mean gain in Word Attack, a 25.51 compared with a 13.30.

TABLE 20

ERAW, ERAN, AMES CONTROL AND DISTAL CONTROL

Mean Gains and t-tests

Verbal Expression	ERAW and ERAN Mean Gain	Ames and Distal Control Mean Gain	t-test
Identification	1.30	2.00	1.64
Description	6.25	1.67	3.67*
Classification	.09	.19	.64
Comparison	.02	.00	.11
Vocabulary	.02	.51	1.98
Reasoning	1.80	2.58	2.33*
Interpretation	.23	.11	2.02*
Sequencing	.52	.04	2.44*
Total	1.34	.09	1.88

*Significant at .05 level

t (N=87, df=85) = 2.00

The significant differences computed for ERAW and ERAN were in the areas of Description, Interpretation and Sequencing, and significant differences occurred for the control groups in Reasoning. Overall the ERAW and ERAN demonstrated a greater total mean gain in Verbal Expression, a 1.34 compared with a .09.

TABLE 21

ERAW, ERAN, AMES CONTROL AND DISTAL CONTROL

Mean Gains and t-tests

Gross Motor	ERAW and ERAN Mean Gain	Ames and Distal Control Mean Gain	t-test
Body Awareness	1.61	2.10	.54
Basic Body Movements	35.07	16.18	6.88*
Balance	9.00	3.43	4.21*
Position in Space	9.50	6.40	1.19
Total	55.18	28.10	8.48*

*Significant at .05 level

t (N=84, df=82) = 2.00

The significant differences computed for ERAW and ERAN were in the areas of Basic Body Movements and Balance. Overall, the ERAW and ERAN demonstrated a greater total mean gain in Gross Motor, a 55.18 compared with a 28.10.

TABLE 22

MEAN GAIN SCORES ON

GATES MacGINITIE

Group	No. of Students	Pre-Mean	Post Mean	Mean Gain	Percent Gain
ERAW - Verbal	20	104	111	7.00	25%
ERAN - Verbal	25	100	112	12.00	34%
AMES - Verbal	20	96	105	9.00	25%
DISTAL - Verbal	23	95	102	7.00	19%
ERAW - Word Attack	24	79	108	29.00	55%
ERAN - Word Attack	23	93	105	12.00	33%
AMES - Word Attack	33	103	104	1.00	3%
DISTAL - Word Attack	21	83	83	0	0
ERAW - Gross Motor	22	87	103	16.00	36%
ERAN - Gross Motor	25	88	106	18.00	41%
AMES - Gross Motor	21	94	105	9.00	32%
DISTAL - Gross Motor	19	67	76	9.00	14%

NOTE: Possible Score 132

Table 22 displays data relative to gains made on the Gates MacGinitie Reading Readiness Test. Only one group yielded negative gains. The ERAW and ERAN groups demonstrated the greatest gains with a range of 25% to 55%.

THIRD YEAR PROGRAM

EXPANSION and EVALUATION PLAN

ESEA TITLE III PROGRAM

AMES COMMUNITY SCHOOLS
Ames, Iowa

Prepared in Cooperation with

PROJECT ERA STAFF

and

EPIC DIVERSIFIED SYSTEMS CORPORATION

Post Office Box 13052
Tucson, Arizona 85732

September 1974

B. PILOT EXPANSION AND EVALUATION - 1974-75

PREFACE

In keeping with the current impetus of "accountability" and to provide a guide for the implementation of evaluation procedures, the Project ERA staff with the assistance of consultants from EPIC Diversified Systems Corporation have developed an evaluation plan. This document presents the 1974-75 evaluation components for Project ERA (Early Reading-Readiness Achievement) ESEA Title III Project, Ames Community School District, Ames, Iowa.

The evaluation plan contains the following elements:

1. A brief program description
2. Project level performance objectives
3. Evaluation schema
4. Evaluation procedures
5. Calendar of events
6. Copies of the following:
   a. Data tables
   b. Data collection forms
   c. Monitoring forms

The implementation of this evaluation plan will result in the collection and anlysis of data necessary for the preparation of an evaluation report and learner needs summary for Project ERA, the Ames Community Schools and the Iowa State Department of Public Instruction.

PROJECT DESCRIPTION

Early Reading Readiness Achievement

Kindergarten teachers reviewed the outcomes from last year's pilot programs. The teachers and staff decided to make the following changes:

1. All kindergarten children would be evaluated on the basis of the entire battery of the Ames Inventory of Developmental Skills. (Appendix B)
2. The behavioral objectives would be retained, but the performance level would be at the 80th percentile rather than the 85th percentile.
3. The Ames Inventory of Developmental Skills would require revision on certain subtests based on the findings from the pilot.

Each kindergarten teacher and building principal was contacted in June to determine the level of their participation. All of the teachers requested to participate in one or more of the programs. Schema I shows the involvement by building levels.

The kindergarten teachers participated in an in-service meeting prior to the opening of school. The procedures for implementing the programs and monitoring their use were outlined.

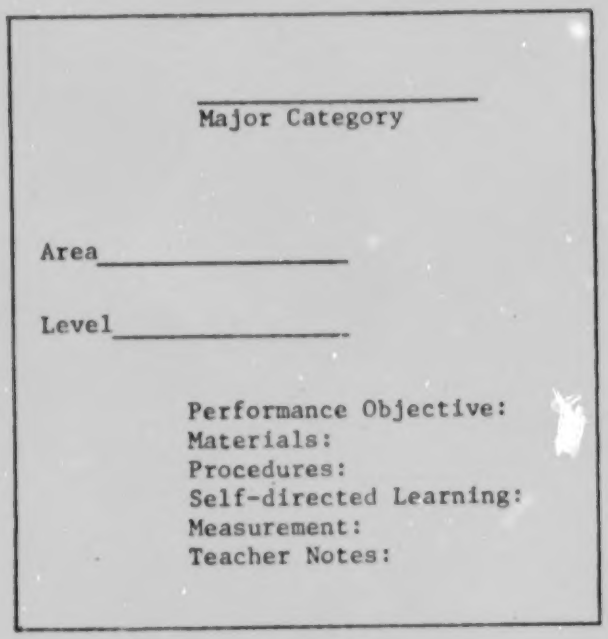
The following learner needs will be documented by the following:

1. Ames Inventory of Developmental Skills
2. All subtests of Gates MacGinitie Reading Readiness*
3. Peabody Picture Vocabulary Test*

* A 20 percent random sample of students who are administered the Gates MacGinitie Reading Readiness Test and Peabody Picture Vocabulary Test will be selected at the district level. Consequently, conclusions will be drawn only for the total district and not for individual school buildings.

The Ames Inventory of Developmental Skills Test will be administered to all kindergarten children. Teachers will be asked to utilize this information in grouping children for skill development.

Each program has a handbook of activities. See Appendix C for the outline of the content of each program. The teacher can readily use her test results to know where needs occur, and then locate activities within the handbook to remediate it. Throughout the three programs the following format will be utilized in describing each of the activities.



Three assumptions are utilized in formulating the basis for the instructional activities. They are as follows.

1. Gross Motor

   The basic assumption for utilization of the motor treatment is that many movement educators and researchers across the nation have been showing some positive effects of sensorimotor training as a means of increasing perceptual acuity, which then perhaps can lead to greater learning ability and in turn influence reading comprehension.

   The motor program not only will stimulate visual, auditory and other skills necessary for a child to cope with the academic demands of beginning reading because of the multisensory emphasis, but will also enhance his acceptance of himself and assure the positive self-concept growth which undergirds success in reading.

2. Verbal Expression

The basic assumption for utilization of the verbal expression treatment is that reading comprehension is best attained through meaningful experiences with language, which lead to associations to the printed word. Meaningful experiences in language development evolve through the areas of receptive, associative, and expressive processes.

3. Word Attack

The basic assumption for utilization of the word attack treatment is that reading comprehension is best attained through the decoding of words and structural analysis.

Further, it is assumed that maximum development of visual and auditory skills, that can be used together as keys to unlock words, will give the learner a self-sufficiency and additional competence which will promote positive feelings as evidenced by the enjoyment of reading and noticeably increase later growth in reading comprehension and achievement.

Materials needed for the lessons will be provided by Project ERA. (Appendix D)

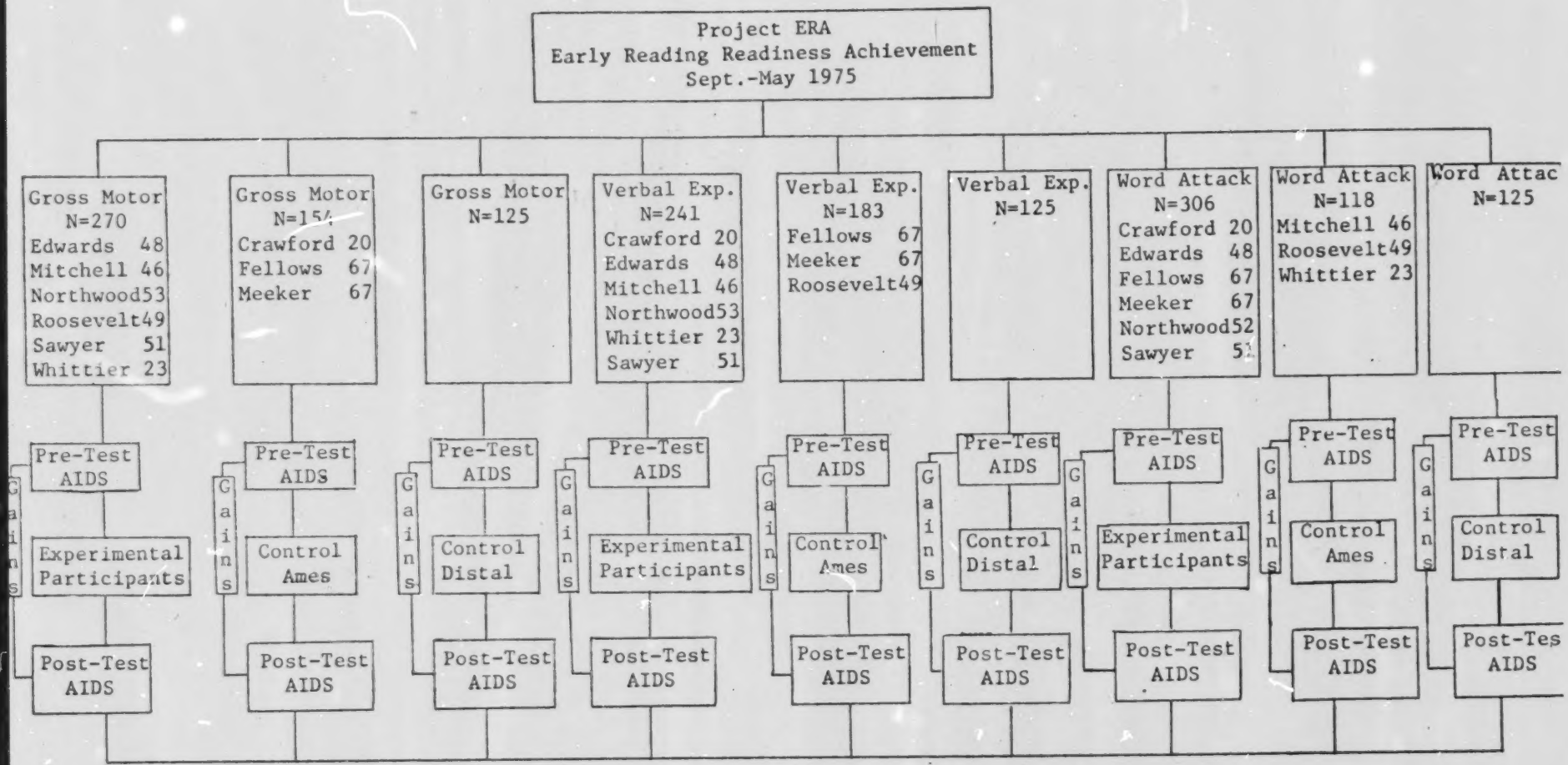
Skills being emphasized during implementation will be a scope and sequence for motor skill development, verbal expression, and word attack skills. Each sequence is broken down into three levels of proficiency. The student will be instructed on the level (beginning, middle, or advanced stages) designated as a result of the outcomes from the Ames Inventory of Developmental Skills.

The learners will be organized within self-contained classrooms. Instructional activities will be carried out in centers within each classroom. Groupings of children, within a particular center for a specific activity, will be based on their needs.

Teachers will be asked to monitor the activities they provide in the various centers, and the amount of time allotted for the activity. (Appendix E)

The activities will be initiated through the procedure outlined within each identified activity. Then, to allow the child additional experience with that activity or concept, the self-directed activity will be utilized. The self-directed activities* are so constructed that a minimum amount of instructional direction and monitoring is required by the teacher.

*Many games and devices were "locally created" with much oaktag and time in order to keep skill development challenging and on-going without pushing the young child into pencil-paper or workbook activities. Through the volunteer help from our kindergarten parents, known as Kindergarten Karpenters, multiple copies of activities were constructed.

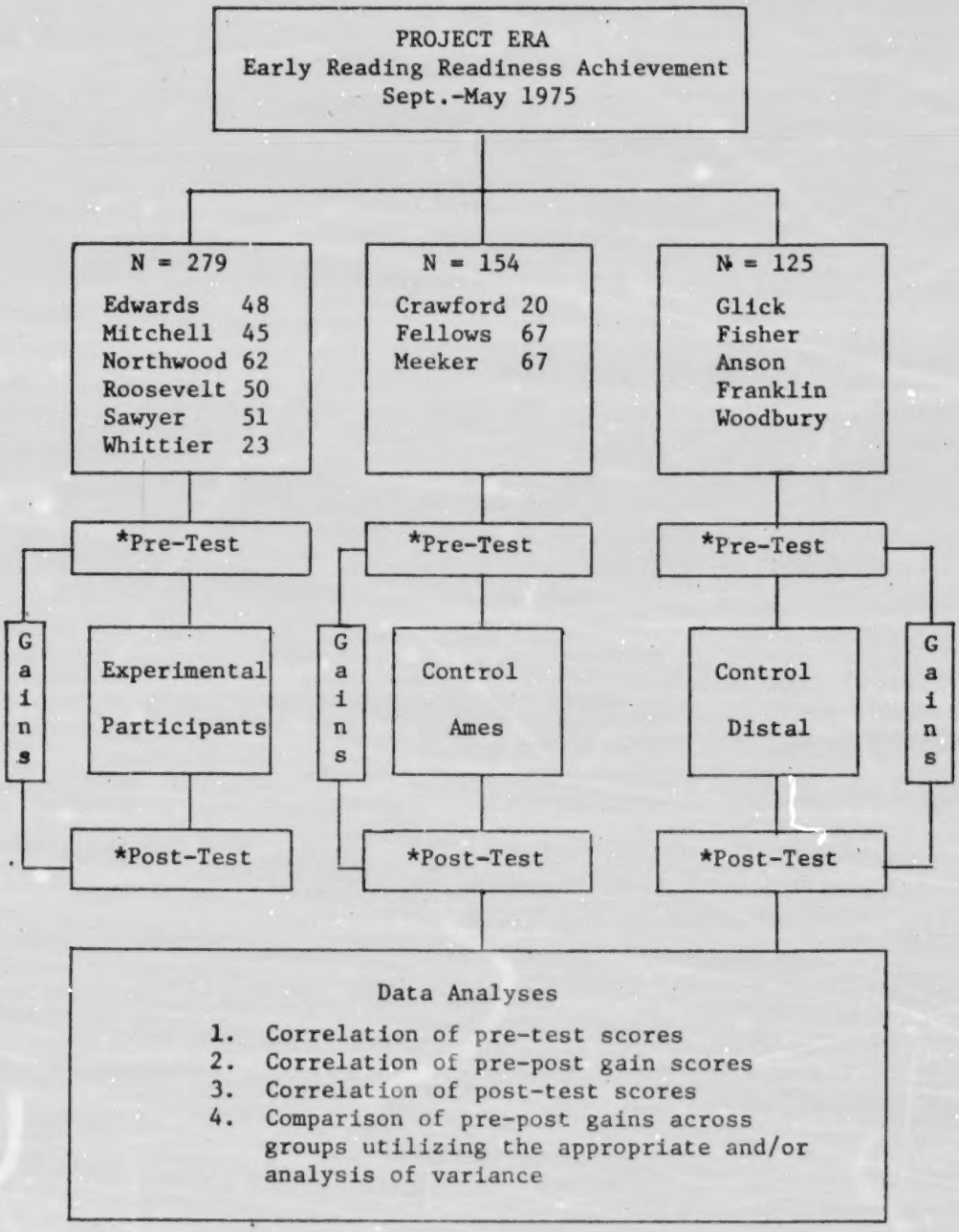

Project ERA
Early Reading Readiness Achievement
Sept.-May 1975
Gross Motor N=270 Edwards 48 Mitchell 46 Northwood53 Roosevelt49 Sawyer 51 Whittier 23
Gross Motor N=154 Crawford 20 Fellows 67 Meeker 67
Gross Motor N=125
Verbal Exp. N=241 Crawford 20 Edwards 48 Mitchell 46 Northwood53 Whittier 23 Sawyer 51
Verbal Exp. N=183 Fellows 67 Meeker 67 Roosevelt49
Verbal Exp. N=125
Word Attack N=306 Crawford 20 Edwards 48 Fellows 67 Meeker 67 Northwood52 Sawyer 51
Word Attack N=118 Mitchell 46 Roosevelt49 Whittier 23
Word Attac N=125
Pre-Test AIDS
Gains
Experimental Participants
Control Ames
Control Distal
Post-Test AIDS

EVALUATION PROCEDURES FOR GROSS MOTOR

I. Performance Objective - Gross Motor

Upon the completion of the school year, the kindergarten students will on the average, demonstrate an 80 percent proficiency in the articulation level of gross motor skills as shown by their coordination and control of large muscle movements as measured by the Ames Inventory of Developmental Skills.

II. Schema 2 Gross Motor



Schema 2
Gross Motor

*Common test to all groups

1. 1. Body Awareness (score 15)
   2. Basic Body Movements (score 10)
   3. Balance (score 10)
   4. Position in Space (score 10)

III. Procedures

A. Population

1. Eleven kindergarten classroom sessions with a total population of 279 will serve as the experimental program. Each teacher received one day of in-service prior to implementing the program. Two of the teachers served as pilot teachers in the previous pilot.

2. Five kindergarten classroom sessions with a total population of 154 will serve as the Ames Control. Teachers agree that the objective is desirable, but plan to wait another year before implementing this particular program.

3. Five kindergarten classroom sessions with a total population of 125 will serve as the Distal Control. The teachers have agreed that the objective should be met by the majority of their students. No additional contacts will be made to determine the program of instruction being used in lieu of the ERA program.

B. Gross Motor Pre-Testing/Post-Testing

1. Subtest Categories

	Possible Score
a. Body Awareness	15
b. Basic Body Movements	10
c. Balance	10
d. Position in Space	10
Total	45

2. Date of Testing

   a. Pre-test measures will be administered between September 30th and October 25th in Ames and between November 11th and November 18th in Distal.
   b. Post-test measures will be administered between April 28th and May 9th in Ames and between May 12th and May 19th in Distal.

3. Testing Procedures

   a. Six individuals will be trained for two days prior to administering the Ames Inventory of Developmental Skills.
   b. Test administrators will administer the test measures to all students in experimental and control groups.

C. Analysis of Data

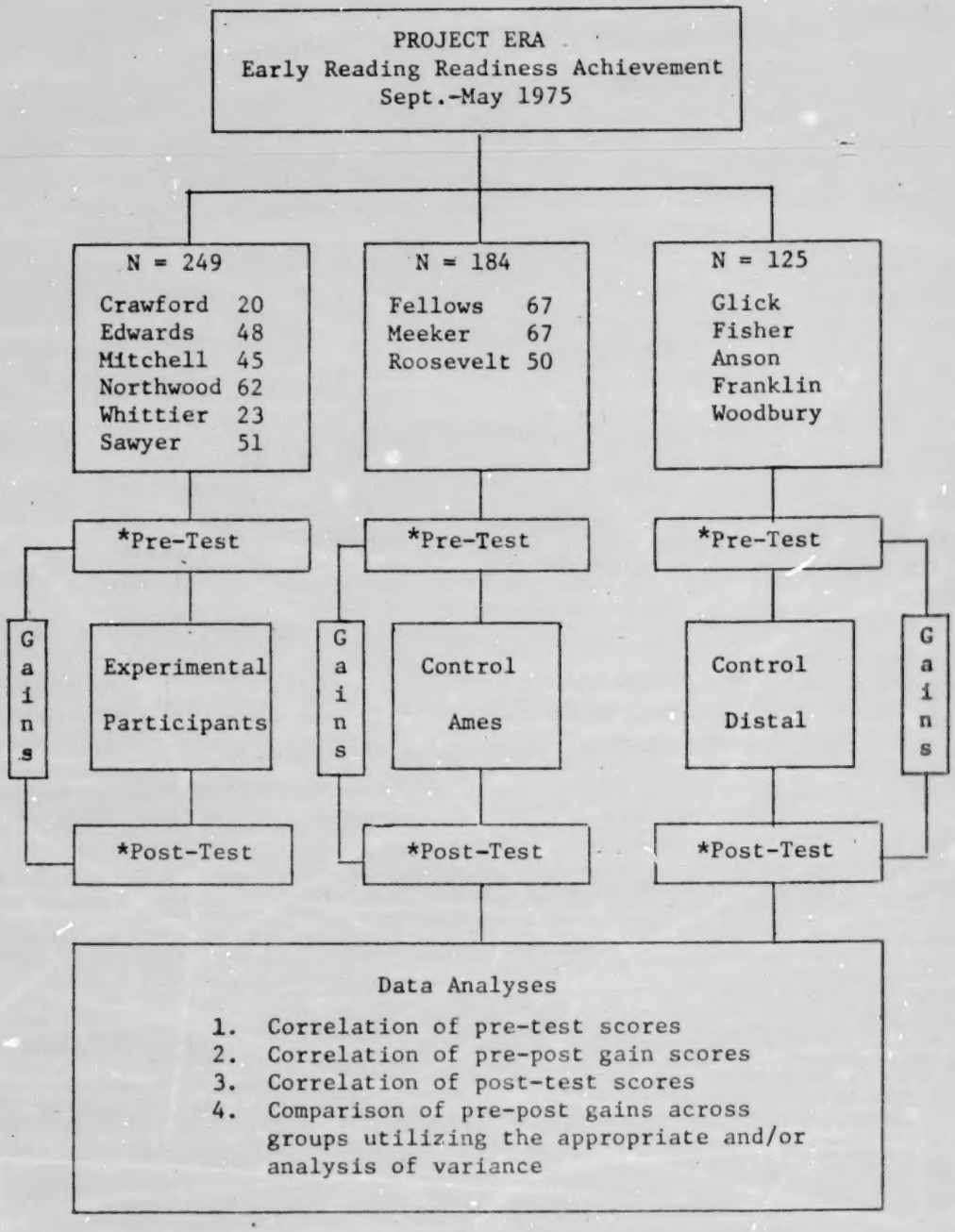
1. Correlation of pre-test scores
2. Correlation of pre-post gain scores
3. Correlation of post-test scores
4. Comparison of pre-post gains across groups utilizing the appropriate t-tests and/or analysis of variance

EVALUATION PROCEDURES FOR VERBAL EXPRESSION

I. Performance Objective -- Verbal Expression

Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 80% proficiency in the comprehension of verbal expression by being able to imitate language patterns, communicate ideas effectively in complete sentences and express their needs and feelings as measured by the Ames Inventory of Developmental Skills.

II. Schema 3 Verbal Expression



Schema 3
Verbal Expression

*Common test to all groups

1. Identification (score 20)
2. Description (score 20)
3. Classification (score 10)
4. Comparison (score 5)
5. Vocabulary (score 5)
6. Reasoning (score 10)
7. Interpretation (score 5)
8. Sequencing (score 5)

III. Procedures

A. Population

1. Ten kindergarten classroom sessions with a total population of 249 will serve as the experimental program. Each teacher received one day of in-service prior to implementing the program. Two of the teachers served as pilot teachers in the previous pilot.

2. Six kindergarten classroom sessions with a total population of 184 will serve as the Ames Control. Teachers agree that the objective is desirable, but plan to wait another year before implementing this particular program.

3. Five kindergarten classroom sessions with a total population of 125 will serve as the Distal Control. The teachers have agreed that the objective should be met by the majority of their students. No additional contacts will be made to determine the program of instruction being used in lieu of the ERA Program.

B. Verbal Expression Pre-Testing/Post-Testing

1. Subtest Categories

	Possible Score
a. Identification	20
b. Description	20
c. Classification	10
d. Comparison	5
e. Vocabulary	5
f. Reasoning	10
g. Interpretation	5
h. Sequencing	5
Total	80

2. Date of Testing

   a. Pre-test measures will be administered between September 30th and October 25th in Ames and between November 11th and November 18th in Distal.
   b. Post-test measured will be administered between April 28th and May 9th in Ames and between May 12th and May 19th in Distal.

3. Testing Procedures

   a. Six individuals will be trained for two days prior to administering the Ames Inventory of Developmental Skills.
   b. Test administrators will administer test measure to all students in experimental and control groups.

C. Analysis of Data

1. Correlation of pre-test scores
2. Correlation of pre-post gain scores
3. Correlation of post-test scores
4. Comparison of pre-post gains across groups utilizing the appropriate t-tests and/or analysis of variance

EVALUATION PROCEDURES FOR WORD ATTACK

I. Performance Objectives - Word Attack

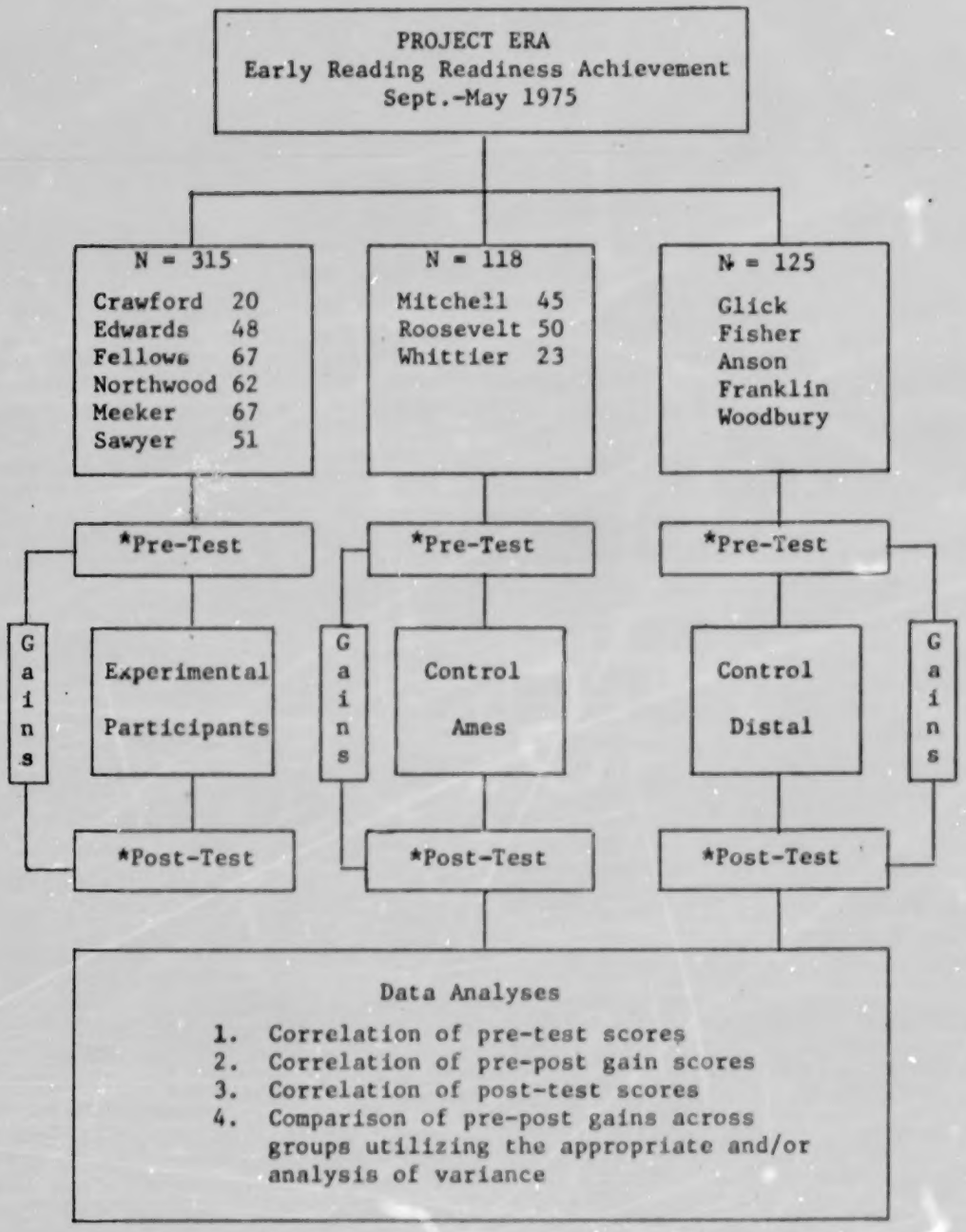
Visual Discrimination: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 80 percent proficiency in the application of total word form discrimination by being able to match multiple letter words as measured by the Ames Inventory of Developmental Skills.

Auditory Discrimination: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 80 percent proficiency in the application of sound discrimination by being able to identify beginning, ending, and medial sounds as measured by the Ames Inventory of Developmental Skills.

Visual Memory: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 80 percent proficiency in the application of visual memory by being able to recall a total word as measured by the Ames Inventory of Developmental Skills.

Auditory Memory: Upon the completion of the school year, the kindergarten students will, on the average, demonstrate an 80 percent proficiency in the application of auditory memory by being able to recall a series of directions, words, and sentences in sequential order as measured by the Ames Inventory of Developmental Skills.

II. Schema 4 Word Attack



Schema 4
Word Attack

*Common test to all groups

1. Visual Discrimination (score 10)
2. Visual Memory (score 10)
3. Auditory Discrimination (score 40)
4. Auditory Memory (score 10)

III. Procedures

A. Population

1. Eleven kindergarten classroom sessions with a total population of 315 will serve as the experimental program. Each teacher received one day of in-service prior to implementing the program. Two of the teachers served as pilot teachers in the previous pilot.

2. Five kindergarten classroom sessions with a total population of 118 will serve as the Ames Control. Teachers agree that the objective is desirable, but plan to wait another year before implementing this particular program.

3. Five kindergarten classroom sessions with a total population of 125 will serve as the Distal Control. The teachers have agreed that the objective should be met by the majority of their students. No additional contact will be made to determine the program of instruction being used in lieu of the ERA Program.

B. Word Attack Pre-Testing/Post-Testing

1. Subtest Categories

	Possible Score
a. Visual Discrimination	10
b. Visual Memory	10
c. Auditory Discrimination	40
d. Auditory Memory	10
Total	70

2. Date of Testing

   a. Pre-test measures will be administered between September 30th and October 25th in Ames and between November 11th and November 18th in Distal.
   b. Post-test measures will be administered between April 28th and May 9th in Ames and between May 12th and May 19th in Distal.

3. Testing Procedures

   a. Six individuals will be trained for two days prior to administering the Ames Inventory of Developmental Skills
   b. Test administors will administer test measures to all students in experimental and control groups.

C. Analysis of Data

1. Correlation of pre-test scores
2. Correlation of pre-post gain scores
3. Correlation of post-test scores
4. Comparison of pre-post gains across groups utilizing the appropriate t-tests and/or analysis of variance

CALENDAR OF EVENTS

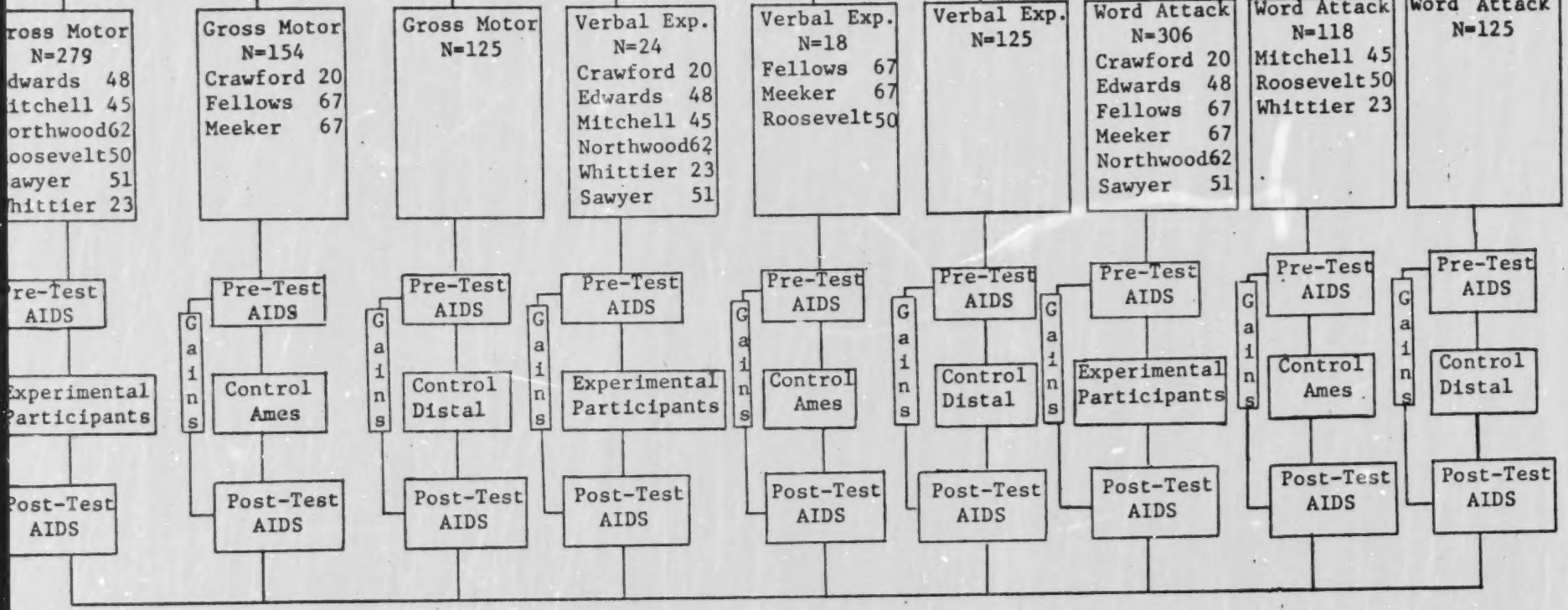
Person(s) Responsible	Activity	Initiation Date	Completion Date		Documentation
			Planned	Actual	
Proj. Dir.	Survey teachers for Participation in Project ERA for 1974-75	June	June	Aug.	Letter on File
Proj. Dir. & Coord.	Revision of Subtests on the Ames Inventory of Developmental Skills	June	Sept.	Sept	Test Booklet
Proj. Dir. & Coord.	Revision of Test Manual for Ames Inventory of Developmental Skills	June	Aug.	Sept.	Manual
Proj. Dir. & Coord.	Write a Manual for Implementation of Activities	June	Aug.	Aug.	Manual
Proj. Dir. Proj. Coord.	In-service on Program Implementation and Monitoring	Aug.	Aug.	Aug.	Time
Proj. Dir.	Hire Test Administrators	Aug.	Sept.	Sept.	List to Personnel Office
Proj. Dir.	In-Service on Test Admin. of Gates and PPVT	Sept.	Sept.	Sept.	Demonstrate Proficiency Level
Secretary & Proj. Coord.	Schedule Classrooms for Testing	Sept.	Sept.	Sept.	Printed Schedule
Test Admin.	Administer Test Battery to Kdgr. Gates and PPVT	Sept.	Sept.	Sept.	Battery Completed and Scored
Test Admin.	Tally Test Scores	Oct.	Oct.	Oct.	Data Collection Forms
Proj. Dir. & Coord.	First Visit from Evaluator Consultant	Sept.	Sept.	Sept.	Written Report

Person(s) Responsible	Activity	Initiation Date	Completion Date		Documentation
			Planned	Actual	
Proj. Coord.	In-service on Test Administration of Ames Inventory of Developmental Skills	Sept.	Oct.	Oct.	Demonstrate Proficiency Level
Secretary & Proj. Coord.	Schedule Classrooms for Testing	Sept.	Sept.	Sept.	Printed Schedule
Test Admin.	Administer Test Battery of the Ames Inventory of Developmental Skills	Sept.	Oct.	Oct.	Battery Completed and Scores
Test. Admin.	Tally Test Scores	Oct.	Oct.	Oct.	Data Collection Forms
Classroom Teachers	Implement Treatment Program	Oct.	May		Monitoring Forms
Proj. Dir. & Coord.	Write Continuation Proposal	Oct.	Oct.		Submit to Title III Office
Proj. Dir. & Coord.	Second Visit from Evaluator Consultant				Written Report
Proj. Dir. & Coord.	Write Activities for Social Emotional, Fine Motor, and Math	Nov.	June		Handbook
Proj. Coord.	Monthly In-Service Meetings for Teachers in Treatment Program	Oct.	May		Agendas
	Visiting Exp. Rooms				Log
Proj. Dir. Coord.	Write End of Second Year Report	Jan.	Feb.		Submit to Title III Office
Proj. Dir. & Coord.	Third Visit from Evaluator Consultant				Written Report
Proj. Coord.	In-Service for Post Testing	April	April		Demonstrate Proficiency Level

Person(s) Responsible	Activity	Initiation Date	Completion Date		Documentation
			Planned	Actual	
Secretary & Proj. Coord.	Schedule Classrooms for Testing	May	May		Printed Schedule
Test Admin.	Administor Test Battery to Kdgr.	May	May		Battery Completed and Scored
Test Admin.	Tallying Test Scores	May	May		Data Collection Forms
Proj. Dir. & Coord.	Written Report on Program Outcomes	May	May		Written Report
Proj. Dir. & Coord.	Fourth Visit from Evaluator Consultant	June	June		Written Report

BEST COPY AVAILABLE

Project ERA
Early Reading Readiness Achievement
Sept.-May 1975



DATA ANALYSIS

1. Correlations of pre-test scores*
2. Correlation of pre-post gain scores*
3. Correlation of post-test scores*
4. Comparison of pre-post gains across groups* utilizing the appropriate t-tests and/or analysis of variance*

*Additional analysis to be determined at a later date

Section 2. Dissemination

A. Procedures Utilized for Dissemination

Dissemination activities have been limited due to the number of personnel involved in administering the project. The following represents a log of activities carried out by the staff.

February 1974

Presentation to staff members of Ballard, Nevada, Northeast Hamilton, Roland-Story and South Hamilton Schools.

Presentation to Iowa Title III ESEA Advisory Council.

Ames Pre-school Parent Association.

April 1974

Presentation to Southeast Polk primary teachers.

May 1974

Presentation to Iowa State University education students.

June 1974

Presentation at Iowa State University Elementary Education Workshop for Classroom Teachers.

October 1974

Presentation to Crawford and Whittier parents.

Presentation to EPIC Conference Management by Objectives, Tucson, Arizona. Participants represented Arizona, California, Illinois, Indiana, Kansas, Kentucky, Louisiana, New Jersey, New York, Texas, and Virginia.

December 1974

On-site visitation of the project in action by Linn-Marr Staff.

January 1975

Progress report to Ames Administrators.

February 1975

Presentation to Ames Community School Board.

Presentation to Plains Regional IRA meeting in St. Louis, Missouri.

March 1975

Display at Educational Fair

In addition to requests made that the project make presentations, the staff has formulated the attached brochure and bulletins about the project. A colored slide presentation has been formulated to show the students carrying out the activities of the three pilot programs.

List of Individuals Requesting Second Year Project ERA Information:

Mrs. Carolyn Heitz, Reading Coordinator, Linn-Mar Schools, North 10th Street, Marion, Iowa 52302
James A. Brust, Principal, Wilkins Elementary School, Linn-Mar Community Schools, Marion, Iowa 52302
Paula J. Smith, Curriculum Coordinator, Flowing Wells Public Schools, 1444 West Prince Road, Tucson, Arizona 85705
Richard Zimmer, Principal, Table Mound School, 100 Tower Drive, Dubuque, Iowa 52001
Leonard E. Roberts, Superintendent, Maquoketa Community Schools, 607 W. Summit Street, Maquoketa, Iowa 52060
Daone Bachellov, Marshall-Poweshiek Joint County, 515 Emma Avenue, Des Moines, Iowa
Carrol Moulds, Webster City Schools, 1116 Besty Lane, Webster City, Iowa 50595
Theo Boyd, United Community, Route 1, Boone, Iowa
Ruth Dean, United Community, Route 1, Boone, Iowa
Anna Huisinga, Clarion Community, Route 3, Clarion, Iowa
Gerry French, Davenport Community Schools, 1926 West 4th Street, Davenport, Iowa 52802
Lee Tysseling, Northeast Community Schools, Gooselake, Iowa 52732
Ruth Leberman, Fort Dodge Schools, 723 7th Avenue North, Fort Dodge, Iowa 50501
Richard Corrick, Panora-Linden, Panora, Iowa, 50216
Jeneè Ihde, Bonderant-Farrar, Bondurant, Iowa 50035
Marge Hanifan, Knoxville Community Schools, Knoxville, Iowa 50138
Yvonne Anderson, Eldora Elementary, 10th Street, Eldora, Iowa 50627
Peggy Hockert, Eldora Elementary, 10th Street, Eldora, Iowa 50627
Joyce Schmitt, Primghar Community Schools, Primghar, Iowa 51245
Marian Thomas, McKinley School, Muscatine, Iowa 52761
Sharon Cook, Lambert Elementary, Doctor Street, Manchester, Iowa
Cheryl Akes, Atlantic Community Schools, Atlantic, Iowa
Diane Carter, Central-Dallas-Minburn, Route 1, Stuart, Iowa
Mary Isenhart, Dexfield Community School, Redfield, Iowa
Linda Christenson, United Community, Route 1, Boone, Iowa 50036
Bonita Clara, United Community, Route 1, Boone, Iowa 50036
Valerie Cadwell, United Community, Route 1, Boone, Iowa 50036
Verna Weienetly, Elm Park School, Webster City, Iowa 50595
Marge Bly, Box 403, Ames, Iowa
Mae Gallagher, Eddyville Community, Eddyville, Iowa
Elizabeth Cosoy, Washington School, Atlantic, Iowa
Dr. Laura Traywick, Region XIII, E.S.C., 6504 Tracor Lane, Austin, Texas, 78721
Beula Thompson, Immaculate Conception, 830 4th Ave. S. E., Cedar Rapids, Iowa 52403
Jim Meier, Norwalk Schools, 602 Marie Street, Norwalk, Iowa
Betty Mesley, East Elementary, Osceola, Iowa, Home: 310 E. 9th, Lamoni, Iowa, 50410
Tom Hanlon, Highland Park, 2510 9th Ave. South, Fort Dodge, Iowa
Jan Steinbauer, Chicago Uptown Ministry, 4828 N. Sheridan, Chicago, Illinois 60649
David Meaney, Coordinator, Program Development, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, Ca. 92111
Bill Armer, Coordinator, ESEA Title III, P.O. Box 520, Lebanon, TN 37087

PART III - FINANCIAL

State of Iowa--Department of Public Instruction
BUDGET SUMMARY--Form 002
Title III ESEA (P.L. 89-10)

A. Name and Address of Local Agency: Ames Community School District, 120 South Kellogg, Ames, Iowa 50010

B. Funds for Handicapped Children $

C. Project Number: 02013

D. Budget Period: Beginning 1-1-74 Ending 12-31-74

E. Expenditure Accounts — Expense Classification

FUNCTIONAL CLASSIFICATION	ACCT. NO.	SALARIES PROFESSIONAL	SALARIES PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Administration	100	9,547.15	5,257.53	9,234.07	131.94	1,493.43			25,664.12
2. Instruction	200	7,327.15	12,009.06	299.94	7,307.36	1,135.76		902.69*	28,981.96
3. Attendance Services	300								
4. Health Services	300								
5. Pupil Transp. Serv.	500								
6. Operation of Plant	600				114.56				114.56
7. Maint. of Plant	700								
8. Fixed Charges (Except 830)	800	1,068.60	1,469.71						2,538.31
9. Leasing of Facilities	830								
10. Food Services	900								
11. Student Body Activ.	1000								
12. Community Services	1100								
13. Improvement to Sites	1210C								
14. Remodeling ($2,000 or less)	1220C								
15. Capital Outlay (Equipment Only)	1230								
16. Total Budget (Expenditures)									57,298.95
17. LEA Funds									
18. Title III Funds									
19. Title III Grant									
20. Unexpended balance of Title III Fund- (Line 19, Col. 10 minus Line 18, Col. 10)									-631.95

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THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN ARE DEEMED PROPERLY CHARGEABLE TO THE GRANT AWARD. *Dissemination

Signature of Person Authorized to Receive Grant: Joe W. Stratton, Secretary

Date Reported: 4-1-75

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APPENDIX A

MONITORING DATA

COMPILATION OF MONITORING TIME DURING PILOT PROGRAM 1973-74 - Gross Motor Program

		Body Awareness		Basic Body Movements		Balance		Position in Space	
		ERAW T | S	ERAN T | S	ERAW T | S	ERAN T | S	ERAW T | S	ERAN T | S	ERAW T | S	ERAW T | S
Classroom Teacher		138 | 38	236 | 85	204 | 83	222 | 239	85 | 65	293 | 130	20 | 40	175 | 95
	Total	176	321	287	461	150	423	60	270
Associate A		17 | 25	22 | 26	149 | 267	184 | 297	127 | 41	146 | 155	92 | 183	266 | 355
	Total	42	48	416	481	168	301	275	621
Associate B		84 | 37	103 | 48	195 | 79	315 | 111	145 | 87	226 | 138	104 | 51	259 | 167
	Total	121	151	274	426	232	364	155	426
TOTAL		339	520	977	1368	550	1088	490	1317

COMPILATION OF MONITORING TIME DURING PILOT PROGRAM 1973-74 -Verbal Expression Program

	Ident.		Descrip.		Classif.		Compar.		Vocab.		Reasoning		Interpret.		Sequencing	
	ERAW	ERAN	ERAW	ERAN	ERAW	ERAN	ERAW	ERAN	ERAW	ERAN	ERAW	ERAN	ERAW	ERAN	ERAW	ERAN
Classroom Teacher	20	25	125	30	170	55	70	75	35	95	0	70	20	80	75	35
	25	50	85	75	265	85	75	140	25	145	0	30	0	110	75	90
Totals	45	75	210	105	435	140	145	215	60	240	0	100	20	190	150	115
Associate A	12	20	110	115	45	55	55	55	15	15	113	98	162	157	59	79
	43	20	130	130	155	172	85	70	50	30	55	60	87	112	30	15
Totals	55	40	240	245	200	227	140	125	65	45	168	158	249	269	89	94
Associate B	20	25	160	135	13	33	63	45	120	100	25	25	127	72	80	116
	15	30	55	45	15	47	74	97	75	163	25	25	93	90	60	57
Totals	35	55	215	180	28	80	138	142	195	263	50	50	210	162	140	173
TOTALS	135	170	665	530	663	447	423	482	320	548	218	308	479	621	379	382

*Experience Charts

Classroom Teacher

ERAW		ERAN	
T	S	T	S
0	0	80	125

Totals 0 205

Associate A

ERAW		ERAN	
T	S	T	S
130	105	130	95

235 225

Associate B

ERAW		ERAN	
T	S	T	S
118	115	136	120

233 256

COMPILATION OF MONITORING TIME DURING PILOT PROGRAM 1973-74 - Word Attack Program

	Visual Discrimination		Visual Memory		Auditory Discrimination		Auditory Memory	
	ERAW T | S	ERAN T | S	ERAW T | S	ERAN T | S	ERAW T | S	ERAN T | S	ERAW T | S	ERAN T | S
Classroom Teacher	230 | 330	466 | 472	250 | 30	105 | 15	375 | 425	388 | 277	300 | 5	93 | 0
	560	938	280	120	800+ 50 = 850	665+ 210 = 875	305	93
Associate A	235 | 535	240 | 310	120 | 60	140 | 50	405 | 615	335 | 445	225 | 15	225 | 15
Totals	770	550	180	190	1020 +210 = 1230	780 +315 = 1095	24	240
Associate B	410 | 885	285 | 810	140 | 0	115 | 0	450 | 345	415 | 405	160 | 0	145 | 0
Totals	1295	1095	140	115	795 +215 = 1010	820 +225 = 1045	160	145
TOTALS	2625	2583	600	425	3090	3015	705	478

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APPENDIX B

AMES INVENTORY OF DEVELOPMENTAL SKILLS

APPENDIX C

TABLE OF CONTENTS FROM HANDBOOKS

PROJECT ERA

EARLY

READING-READINESS

ACHIEVEMENT

TEACHER HANDBOOK

FOR

WORD - ATTACK

COMPONENT A

VISUAL DISCRIMINATION

AND

VISUAL MEMORY

This handbook was developed during the first year of project operation for use during the curriculum implementation stage of the project and is in its first draft. Revisions will be made as a result of feedback from the experimental and control classrooms.

AMES COMMUNITY SCHOOL DISTRICT

AMES, IOWA

NOVEMBER 15, 1973

VISUAL DISCRIMINATION

CONTENTS

	level of thinking	level of skill	activity number
MATCHING			
Basic Geometric Shapes	Knowledge (comprehension)	beginning	1
"	"	"	1a
Basic Shapes	Knowledge	"	2
Shapes and Designs	Comprehension	"	2a
Shapes and Designs	Application	"	3
Shapes and Designs	"	"	4
Complex Designs	Knowledge (comprehension)	middle	5
Complex Shapes and Designs	Comprehension	"	6
Complex Shapes and Designs	Analysis	advanced	7
Lower Case Letters	Knowledge (comprehension)	beginning	8
Upper Case Letters	Knowledge (comprehension)	"	9
Individual Letters	Knowledge (comprehension)	middle	10
Outlined Single Letters (many directions)	Knowledge (comprehension)	"	11
Two and Three Letter Groups	Knowledge (comprehension)	"	12
Multiple Letters	Comprehension	"	13
Pipe Cleaner Letters	Application	"	14
Groups of Letters (non-sense order)	Application (comprehension)	advanced	15
Letters and Words	Application	"	16
Multiple Letters and Words	Analysis	"	17
Picture/Total Word	Application (comprehension)	"	18
Two, Three, and Four Letter Words	Application (comprehension)	"	19
Total Words	Application (comprehension)	"	20
Four and Five Letter Words	Application	"	21
Four and Five Letter Words	"	"	22
Phrases	(comprehension)	"	23
Phrases	Analysis	"	24
LETTER RECOGNITION			
Letter Line	Knowledge (comprehension)	beginning	25
Letter Lollipops	Knowledge	"	26
Stepping Stones	"	"	27
Carpet Blocks	"	"	28

VISUAL DISCRIMINATION

CONTENTS

	level of thinking	level of skill	activity number
LETTER RECOGNITION (continued)			
Clothespin Crowns	Knowledge (comprehension)	beginning	29
Mountain Climb	Knowledge	"	30
Sponge Dice	"	"	31
Twister Letter Game	"	middle	32
Fish Pond	"	"	33
Bean Bag Toss	"	"	34
Deer in Meadow Game Board	"	"	35
Lollipops	"	"	36
Sponge Dice	" (comprehension)	"	37
Simon Says	Knowledge	"	38
Bingo Grids	Application (comprehension)	"	39
Concentration	Knowledge	advanced	40
Conductor Hat	"	"	41
MATCH CAPITALS TO SMALL LETTERS (Letter Recognition)			
Cut-Apart Alphabet	Application	beginning	42
Cup-Hook Board	"	"	43
Carpet Cards	"	middle	44
Trash Bag Letter Game	"	"	45
Styrofoam Cups Match	"	advanced	46
Oilcloth Letter Square	"	"	47
TOTAL WORD FORM and PHRASES			
Configuration Cards	Application (comprehension)	beginning	48
Dominoes	Application	"	49
Word Worms	Knowledge	"	50
Same or Different	Analysis	middle	51
Word Grids	Application (comprehension)	"	52
Phrase Bingo	Application (comprehension)	advanced	53
Easel Charts	Application	"	54
TOTAL WORD FORM AND SEQUENCING			
Make-a-Word	Application	advanced	55
Make-a-Word Wooden Blocks	"	"	55a

VISUAL MEMORY

C O N T E N T S

	level of thinking	level of skill	activity number
VISUAL MEMORY			
People	Knowledge	beginning	56
Picture Details	"	"	57
Objects	"	"	58
Objects	"	"	59
Objects	"	"	60
Observing Clothing Detail	"	"	61
Pictures	"	"	62
Missing People	"	"	63
Movements	"	"	64
Placement of Objects in a Scene	Application	"	65
Shapes	Knowledge	middle	66
Sequence of Letters	Application	"	67
Patterns - Bead	Knowledge	"	68
Total Word Form	"	"	69
Peg Patterns	"	"	70
Words - Classmates' Names	"	"	71
Picture Detail	Comprehension	"	72
Objects	Knowledge	advanced	73
Details of Picture	"	"	74
Words - Nonsense	"	"	75
Total Word Form and Sequence	Application	"	75a
Words	Knowledge	"	76
Phrase Discrimination and Memory	" (comprehension)	"	76a
Total Sentence and Sequencing	Application	"	77
Total Sentence and Sequencing	"	"	77a
Words	Analysis	"	78

PROJECT ERA

EARLY
READING-READINESS
ACHIEVEMENT

TEACHER HANDBOOK
FOR
WORD - ATTACK

COMPONENT A

AUDITORY DISCRIMINATION
AND
AUDITORY MEMORY

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AMES COMMUNITY SCHOOL DISTRICT

AMES, IOWA

NOVEMBER 15, 1973

AUDITORY DISCRIMINATION

CONTENTS

	level of thinking	level of skill	activity number
GROSS and FINE			
Environmental Sounds	Knowledge	Beginning	1
Verbal Clue Listening Game	"	"	2
Busy Objects (kitchen)	"	"	3
Beginning and Cessation of Sounds	"	"	4
Locate the Sound (Time Bomb)	"	"	5
Who Has the Bell?	"	Middle	6
Whose Voice	"	"	7
High and Low	Comprehension	"	8
Yes - No Game (Pair of Words)	"	"	9
Question Answer Game	"	"	9a
Which Rhythm Instrument	Knowledge	Advanced	10
Sound Cans	"	"	11
Which Word Doesn't Rhyme	Application	"	12
Verbal Question Game	Comprehension	"	12a
Verbal Questions	"	"	12b
MATCHING BEGINNING SOUNDS			
Same or Different	Knowledge and Comprehension	Beginning	13
Sort the Objects	"	"	14
Strawberry Box Zoo	"	"	15
Paper Sack Match	"	"	16
Sound Train	"	"	17
Picture Puzzle Match	"	"	18
Where Do the Jar Rings Go	"	"	19
Pizza Round-Clothespin Game	"	"	20
Point the Arrow	Knowledge	"	21
Old Itch	"	"	22
Basket of Objects	"	Middle	23
Listen-Act Game	"	"	24
I Hear the Sound	"	"	25
Find the Picture	"	"	26
Clothesline Match	"	"	27
Library Pockets Chart Match	Application	"	28
Think of Another Word	"	"	29
I'm Going To the Beach	"	"	30
Compare the Sounds	Analysis	"	31
Lost Squirrel	Knowledge	Advanced	32
Rescue on the Roof	Application	"	33
LETTER/SOUND ASSOCIATION			
Poems and Stories (S and Z)	Knowledge	Beginning	34
" " " (T and D)	"	"	35
" " " (R and L)	"	"	36
" " " (K and G)	"	"	37
" " " (F and V)	"	"	38

AUDITORY DISCRIMINATION

CONTENTS

	level of thinking	level of skill	activity number
LETTER/SOUND ASSOCIATION (continued)			
Poems and Stories (P and B)	Knowledge	Beginning	39
" " " (m,n,ng)	Knowledge Comprehension	"	40
Sort the Objects	Knowledge	"	41
Match Me Chant	Application Comprehension	"	42
Paper Bag Puppets	Application	"	43
Puppet Characters	"	"	43a
Sound Masks (fish)	"	"	44
Apron Pockets	"	"	45
Thread the Yarn Match	"	"	46
Dominoes	"	"	47
Broken Letter	"	"	48
Capture the Animal	"	"	49
Quizmo	"	"	50
Trash Bag Letter Game	Application Comprehension	"	51
Think of a Word for My Sound	Application	"	52
Flannel Letter and Sound Match	"	"	53
Do These Start Alike?	"	"	54
Walk-On Letter Line	Knowledge	Middle	55
Sound Boxes (objects)	Application	"	56
Paper Bag Sort (objects)	Application Comprehension	"	57
"May I?" Picture-Letter Game	Application	"	58
Sound Kangaroos	"	"	59
Sound Train Game	"	"	60
Letter/Sound Pizza Wheel Game	Application Comprehension	"	61
Ring the Sound (jar rings)	Application	"	62
Spinneret Board	"	"	63
Animal Race	"	"	64
Treasure Capture	"	"	65
Letter-Picture Puzzle Match	Knowledge	Advanced	66
Worm Box	"	"	67
Orange Tree Game	Application	"	68
Strawberry Box Zoo	"	"	69
Library Pocket Chart Match	"	"	70
Clothesline Game	"	"	71
Make a Sound Wheel	"	"	72
Word Pairs (beginning/ending sounds)	Analysis	"	73
LETTER SOUND ASSOCIATION (beginning, ending and medial)			
Listen! Listen!	Application	Middle	74
Mr. Engine, Mr. Caboose	"	"	75
Holiday Sound Location Game	"	"	76

AUDITORY DISCRIMINATION

CONTENTS

	level of thinking	level of skill	activity number
LETTER SOUND ASSOCIATION (beginning, ending, and medial)			
Hitching Post	Application	Middle	.77
Dachshund	"	"	.78
Mr. Beginning, Mr. Middle and Mr. End	"	Advanced	.79
Sound Location Lacing Board	"	"	.80
Make a Word	"	"	.81
Name the Letter	"	"	.82
BLENDS			
Blend Pellon Stories (sh,ch,)	Knowledge	Middle	.83
" " " (wh,w)	"	"	.84
" " " (th)	"	"	.85
Blend Board (jar rings)	Application	Advanced	.86
Blend Pizza Wheels	"	"	.87
Spinneret Blend Board	"	"	.88
RHYMING			
Cars and Garages (rhyming)	Knowledge - Comprehension	Beginning	.89
Word Turns (rhyming)	Knowledge	"	.90
Rhyming Objects	Application - Comprehension	"	.91
Finish My Rhyme	Application	Middle	.92
Police Captain (rhyme game)	"	"	.93
Rhyming Rummy	"	"	.94
Word Family Pringle Can	"	"	.95
Rhyme Relay	"	"	.96
Another Word	"	"	.97
Houses for Rhyme	Knowledge	Advanced	.98
Rhyming Worms	"	"	.99
Tachistoscope	Application	"	100
Word Family Trash Bags	"	"	101
Make-a-Word Rhyme Cards	"	"	102
Word Family Worm Box	Knowledge - (Application, Self-Directed)	"	103

AUDITORY MEMORY

CONTENTS

	level of thinking	level of skill	activity number
Commands - Directions	Knowledge	Beginning	104
" "	"	"	104a
Rhythm Instrument Sounds	Application	"	105
Say What I Said (Sentences)	"	"	106
Echo Game (Words)	Knowledge	"	107
Missing Word Rhyme	"	"	108
What Happened? Mother Goose	Comprehension	"	109
Questions and Answers	"	"	110
" " "	"	Middle	111
Oral Directions	Application	"	112
Magic Sentences	Knowledge	"	113
I'm Going To the Moon	Application	"	114
Tap a Sequence (Rhythm Instruments)	"	"	115
Say What I Said (Letter Sequence)	Knowledge	"	116
Say What I Said (Digit Sequence)	"	"	117
Directions for Dittos	Application	"	118
Directions Worksheet	"	"	118a
Complete a Sentence Logically	"	"	119
Nonsensical Sentences	Comprehension	"	120
" "	"	"	121
Retelling a Story	"	"	122
Pictured Sequence Stories	"	"	123
Objects in Order	Knowledge	Advanced	124
Complex Directions for Ditto	Application	"	125
Worksheet for #125	"	"	125a
Listen and Draw	"	"	125b
Paraphrase Poetry	Comprehension	"	126
Retell Complex Pictured Sequence Story	"	"	126a
Recall Letters or Numbers	Knowledge	"	127
Silly Sentences Game	Comprehension	"	128
Recall and Catagorize	Application	"	129
Tapping and Clapping	"	"	130
Long Vowels Baseball Game	Knowledge	Middle	131

VISUAL AND AUDITORY SKILLS

CONTENTS

	level of thinking	level of skill	activity number
Find the Vowels	Knowledge	Advanced	132
Chicks and Egg (vowels)	Application	"	133
Draw a Picture Under Each Door	"	"	134
Paper Clip Chain Game (Vowels)	"	"	135
Vowel Dominoes	"	"	136
Happy Face Bingo	"	Beginning	137
Word and Picture Match	"	Middle	138
Animal Squares	"	"	139
Read a Word Pizza Wheel	"	"	140
Word and Picture Grid	"	Advanced	141
Ichibahn	"	"	142
Picture Words	"	"	143
Oval Sentence Puzzles	"	"	144
Vocabulary Tracks (phrases)	"	"	145
Rebus Stories	"	"	146
Paragraph Pad Picture Match	"	"	147
Silly Sentences	Comprehension	"	148

PROJECT ERA

EARLY READING-READINESS ACHIEVEMENT

TEACHER HANDBOOK

FOR

VERBAL EXPRESSION

COMPONENT B

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AMES COMMUNITY SCHOOL DISTRICT

AMES, IOWA

NOVEMBER 15, 1973

VERBAL EXPRESSION

CONTENTS

	level of thinking	level of skill	activity number
IDENTIFICATION			
Toys	Knowledge	Beginning	1
Clothing	"	"	2
Clothing	"	"	3
People and Occupations	"	"	4
Foods	"	"	5
Furniture	"	"	6
Animals	"	"	7
Animals	"	"	8
Labeling Pictures	"	"	9
Missing Parts Pictures	Comprehension	Middle	10
DESCRIPTION			
Smell	Comprehension	Beginning	11
Taste	Knowledge	"	12
Touching	Comprehension	"	13
Environmental Sounds	"	"	14
Using Verb Ending (ing)	"	"	15
Using Verb Ending (ing) and Plurals	"	"	16
What It Can Do	"	"	17
Series of Instructions	"	"	18
Tasting	"	Middle	19
People	"	"	20
Animal	"	"	21
Environmental Sounds	"	"	22
Loud and Soft Sounds	"	"	23
Touching	"	"	24
Identification of Object	Application	"	25
Shopping Items	Comprehension	Advanced	26
Asking Questions for Descriptive Information	Comprehension	"	27
Tasting	"	"	28
Transportation	"	"	29
Shape, Size, Weight	Analysis	"	30
Environmental Sounds	"	"	31
Which Word Does Not Describe	Application	"	32
Sounds	Comprehension	"	33
Music	Application	"	34
CLASSIFICATION			
Foods	Comprehension	Beginning	35
Furniture	Application	"	36
Clothing	"	"	37
Transportation	" or Analysis	"	38

VERBAL EXPRESSION

C O N T E N T S (continued)

	level of thinking	level of skill	activity number
CLASSIFICATION			
Animals Household Pets	Application	Beginning	39
Animals Characteristics	Analysis	"	40
Animals Farm or Zoo	Application or Analysis	"	41
		"	42
Animals Winter Habits	Application	"	43
Animals Characteristics	"	"	44
Clothing-Boy or Girl	"	"	45
Clothing-Size and Sex	"	"	46
Age and Sex	"	"	47
Toys by Size and Color	"	"	48
Toys With and Without Wheels	"	"	49
Animals	Analysis	Middle	50
Animal Homes	Application	"	51
Furniture	"	"	52
Foods	"		
Vehicles Operate	" or Analysis	"	53
		"	54
Clothing-Weather	Application	"	55
Clothing-Sex,Size,Color	"	"	56
Clothing-Occupations	"		
People-Features	or Analysis	"	57
		"	58
People-Dress	Application	"	59
Toys-Grouping	Analysis	"	60
Toys-Structure	"	"	61
Animals-Size and Movement	"	"	62
Animal Homes	"	"	63
Size and Ordinal Sequence	Application	Advanced	64
Furniture	Analysis	"	65
Animals-Restricting	Application	"	66
Object-Odd in Group	Analysis	"	67
Senses	Application	"	68
Clothing-Where and When	"	"	69
Clothing-Mannikins	"	"	70
Animals-Features	"	"	71
Animals-Usefulness to Man	Analysis	"	72
Taste or Hear	Application	"	73
Foods - Source	Analysis	"	74
People-Affections	"	"	75
Catagories	Evaluation	"	76
Animal Sounds	Application	"	77
Clothing-Weather-Season	Comprehension	"	78
Types of Stores	Application	"	79
Tools	"	"	80
Furniture-Room	"		

VERBAL EXPRESSION

C O N T E N T S (continued)

	level of thinking	level of skill	activity number
COMPARISON			
Describing and Comparing Textures	Analysis	Beginning	.81
Children-Appearance	"	"	.82
Opposites-Words	Comprehension	"	.83
Opposites-Words	"	"	.84
Size and Sounds	"	"	.85
Size and Shape	Analysis	"	.86
Shape (lines and curves)	"	"	.87
Degree of Size	"	Middle	.88
Heights and Weights	Application	"	.89
Size	Analysis	"	.90
Prepositional Words	Comprehension	"	.91
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Textures	"	Advanced	.94
Opposites-Words	"	"	.95
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Degree of Difference Cuisenaire rods	"	"	.99
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VOCABULARY			
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Telephone Conversations	Application	Middle	108
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Picture and Action to Definition	"	"	114
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"Homes"	Application	Advanced	117
Art Abstract	"	"	118
Abstract Objects	Synthesis	"	119
Feelings	Application	"	120
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Complete the Thought	Application	"	122

VERBAL EXPRESSION

C O N T E N T S (continued)

	level of thinking	level of skill	activity number
VOCABULARY (continued)			
Pronouns	Application	Advanced	.123
Logical Reasoning	"	"	.124
REASONING			
Critical Thinking	Comprehension	Beginning	.125
Silly or Wrong	"	"	.126
Prepositional Words	"	"	.127
True Statement	"	"	.128
Time	Analysis	"	.129
Selection of Clothing	"	Middle	.130
Complete an Idea	"	"	.131
Answer a Question	"	"	.132
Complete an Idea by Substituing	"	"	.133
Possibility of Action	"	"	.134
Possibility of Action	"	Advanced	.135
"Who,What, When etc.	Application	"	.136
Wrong Sentence in Group	Analysis	"	.137
Complete an Idea	"	"	.138
Effect Relationships	Application	"	.139
Money	Analysis	"	.140
INTERPRETATION			
Meaning of a Story	Comprehension	Beginning	.141
Meaning of a Story	"	"	.142
Meaning of a Story	"	"	.143
Meaning of a Filmstrip	Application	"	.144
Abstract Form	"	"	.145
Illustrate-Concept	"	"	.146
Pantomiming Rhymes	"	"	.147
Pantomiming Pictures	"	"	.148
Explaining Meaning of Story	"	"	.149
Dramatizing	Comprehension	Middle	.150
Comparing Two Stories	Analysis	"	.151
Dramatizing	Application	"	.152
Time Concept	Analysis	"	.153
Creating Dialogue	Application	"	.154
Poetry	"	"	.155
Meaning of a Story	Comprehension	Advanced	.156
Recall of a Story	Application	"	.157
Meaning of a Story	"	"	.158
Meaning of a Story	"	"	.159
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SEQUENCING			
Direction	Application	Beginning	.161
Story	"	"	.162
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VERBAL EXPRESSION

C O N T E N T S (continued)

	level of thinking	level of skill	activity number
SEQUENCING (continued)			
Song	Application	Beginning	164
Finger Play	"	"	165
Story	"	Middle	166
Finger Play	"	"	167
School Day	"	"	168
Days of the Week	Comprehension	"	169
Story from Pictures	Analysis	"	170
Directions	Application	Advanced	171
Own Story	"	"	172
Happenings	Comprehension	"	173
Story	Application	"	174
Cartoons	"	"	175
Missing Part	Analysis	"	176
EXPERIENCE CHARTS			
Choose Important Words	Application	Beginning	177
Choose Important Part	"	"	178
Matching Sentences	"	"	179
Numerals	"	"	180
Tell Three Sequence Story	"	Middle	181
Recognition of Letters and Words	"	"	182
Group Story	"	"	183
Matching Sentences and Words	"	"	184
Cloud Formations	"	"	185
Flannel Board Story	"	"	186
All About Me	"	"	187
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Writing Rhyme	"	"	189
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Matching Sentences and Words	"	"	191
"Shopping Center"	"	"	192
Creating a Store	"	"	193

PROJECT ERA
EARLY
READING-READINESS
ACHIEVEMENT

TEACHER HANDBOOK
FOR
GROSS MOTOR
COMPONENT C

This handbook was developed during the first year of project operation for use during the curriculum implementation stage of the project and is in its first draft. Revisions will be made as a result of feedback from the experimental and control classrooms.

AMES COMMUNITY SCHOOL DISTRICT

AMES, IOWA

January 1, 1973

GROSS MOTOR

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	level of performance	level of skill	activity number
BODY AWARENESS			
Do as I Do	Imitation	Beginning	1
Songs	"	"	1a
Big Chief	"	"	2
Copy Cats	"	"	3
Copy Cat Song	"	"	3a
Moveable Melvin	"	"	4
The Not Song	"	"	4a
Move Like Me	"	"	5
Pinocchio Game (What Part Moved?)	"	"	6
Raggedy Ann	"	"	7
Body Part Songs & Poems	Manipulation	"	8
The Painter	"	"	9
Let's Begin on Left & Right	"	"	10
Left and Right Match	"	"	11
Now Tense - Now Relax	"	"	12
Touch Two Body Parts Together	"	"	13
Myself Pictures (features)	"	"	14
Busy Bee Game	"	Middle	15
Verbal Commands (eyes closed)	"	"	16
I'm Glad Song	"	"	17
Make Body Into Shapes	"	"	18
Tense and Relax	"	"	19
Touch Two Body Parts (left & right)	Precision	"	20
Left - Right Songs	"	"	21
Mirror - Mirror	"	"	22
Left - Right (Hoops)	"	"	23
Red Sock - Green Sock (left & right)	"	"	24
Lively Verbal Co and Song	Manipulation	Advanced	25
Mirror On the Wall	"	"	26
Left Things - Right Things	Precision	"	27
Touch Two Parts (left & right)	"	"	28
Heels - Toes	Manipulation	Beginning	29
Jump a Special Way	Precision	"	30
Jumping Chants	"	"	31
Rabbits & Carrots	Manipulation	"	32
Kangaroo Hop	"	"	33
Imagine You're An Animal	"	"	34
Can You?	"	Middle	35
Can You? (tires)	"	"	36
Arms Like This!	"	"	37
Mulberry Bush Jump Tune	"	"	38
Launching the Rocket	"	"	39
Whirling Tops	Precision	"	40
Magpies (bean bags)	Manipulation	"	41
Jump Over the Wand	Precision	"	42
Patterns & Lines	Manipulation	Advanced	43
Obstacle Jump	Precision	"	44
Distance Jump	Manipulation	"	45
Tire Maze	Precision	"	46

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	level of performance	level of skill	activity number
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Hulu Hoop Jump	"	"	.49
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Letters and Words	Precision	"	.52
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Hopping Chants (alternate feet)	Precision	"	.55
Left & Right Footprints	Manipulation	Middle	.56
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Rhythm & Height	Precision	Advanced	.58
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Letter, Word, Name Hop	Articulation	"	.60
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Skipping Games	Manipulation	"	.64
Alternating Skip	Imitation	"	.65
Whirligig Beetle	Precision	"	.66
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Stop Sign Skip	"	"	.68
Skip Tag	Precision	"	.69
Skip Along Lines	Articulation	Middle	.70
Skip Ball Toy	Precision	"	.71
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Backward Pattern Skip	Articulation	"	.73
Partner Skip	Precision	"	.74
Skipping Tricks	Articulation	Advanced	.75
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Skipping Relays	Articulation	"	.79
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Jump in Rhythm	Manipulation	"	.83
Partner Time	Imitation	"	.84
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Rocker Jump	Articulation	"	93
How Many Times? (chants)	Precision	"	94
Long Rope Fun (chants)	"	"	95
How Many Miles? (chants)	Articulation	"	96
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Hot Pepper	"	"	99
Stunt Jumps	"	"	100
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The Scale	"	"	118
Try These! (charts)	"	"	118a
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Jump the Lines	"	"	124
Seal Balance	"	"	125
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	level of performance	level of skill	activity number
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Balance Paths	Manipulation	"	.133
Ladder Walks	Precision	"	.134
Tanglefoot (stunts)	"	"	.135
Pretzel Twist (wands)	Articulation	"	.136
Stop Quick	"	"	.137
Low Hurdles	"	"	.138
Through Tunnel - Over Bridge	Manipulation	"	.139
Object Balance	Articulation	"	.140
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Before the Beam	Imitation	Beginning	.143
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Eyes on the Target	Manipulation	"	.145
The Walking Stick	"	"	.146
Picking Up Gold Bricks	"	"	.147
Left Foot! Right Foot! Slide!	Precision	"	.148
Obstacle Walk	"	"	.149
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Big Steps! Little Steps!	Precision	"	.153
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Try These Stunts!	"	"	.156
Wands and Stunts	Articulation	"	.157
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Elf and Giant Steps	Precision	Advanced	.159
Partners on a Beam	Articulation	"	.160
Eyes Closed	"	"	.161
Hop Forward - Hop Backward	"	"	.162
Bend Knees - Raise Knees	"	"	.163
Angel Stand	"	"	.164
Target Skills & Beam	"	"	.165
Into a Basket-Through the Hoop	"	"	.166
BALANCE BOARD			
First Try	Imitation	Beginning	.167
Balance - Count to 5	Manipulation	"	.168
Touch Your Knees If You Please	"	"	.169
Tip and Balance	Precision	"	.170
Yesterday I Couldn't-Today I Can	Manipulation	Middle	.171
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GROSS MOTOR

CONTENTS	level of performance	level of skill	activity number
BALANCE BOARD - cont'd			
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MINI-TRAMP			
Beginning Jumps	Manipulation	Beginning	177
Scissor Jump	"	"	178
One Foot Only	Precision	Middle	179
Musical Jumps	"	"	180
Jump and Turn	Articulation	Advanced	181
Terrific On the Tramp	"	"	182
STILTS			
Romper Stompers	Manipulation	Beginning	183
Backwards and Forwards	Precision	"	184
Beginner's Wooden Stilts	Manipulation	Middle	185
Grown Up Stilts	Precision	"	186
Obstacle Course Walk	Articulation	Advanced	187
See What I Can Do?	"	"	188
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OBSTACLE COURSE			
Log Roll	Manipulation	Beginning	189
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Skip, Jump, Gallop, Slide	"	"	192
Zig Zags	Articulation	Advanced	193
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CREATIVE MOVEMENT			
Rope Romps	Manipulation	Beginning	195
Let's Pretend	Imitation	"	196
Parachute Play	Manipulation	Middle	197
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Somersaults	Articulation	Advanced	199
Hula Hoops	Precision	"	200
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Bean Bag Frolic	"	Middle	203
Partner Roll	Precision	"	204
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GROSS MOTOR

CONTENTS	level of performance	level of skill	activity number
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Balloon Tap (catching)	Manipulation	Beginning	.207
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Crazy Catch	Precision	Middle	.209
Partner Catch	"	"	.210
Drop and Catch	Articulation	Advanced	.211
Move and Catch	"	"	.212
Scoops! Scoops!	"	"	.213
Scoop-di-doo!	"	"	.214
Copy My Throw (throwing)	Imitation	Beginning	.215
Crazy Toss	Manipulation	"	.216
Steal the Bacon	Precision	Middle	.217
Carnival Capers	"	"	.218
Travel Toss	"	Advanced	.219
Upper-Lower, Right and Left	Articulation	"	.220
Partner Run and Catch	"	"	.221
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Circle Ball (kicking)	Manipulation	Beginning	.223
Partners	"	"	.224
Across the Continent	Precision	Middle	.225
Kick Ball	"	"	.226
Mouse Trap	Articulation	Advanced	.227
Toe to Toe - Around We Go	"	"	.228
Copy My Bounce (Bouncing)	Imitation	Beginning	.229
Circle Bounce	Manipulation	"	.230
Into the Hoop	Precision	Middle	.231
Oh Be Careful Little Bounce Where You Go	"	"	.232
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APPENDIX D

LISTING OF MATERIALS

PROJECT ERA - COMMERCIAL MATERIALS USED IN WORD ATTACK PROGRAM

Source	Material	Used in Act. No.
Addison-Wesley Publishing Co., Inc. 106 West Station St. Barrington, Ill. 60010	Book: Mary Baratta Lorton, Workjobs, 1972	Aud. 17, 19, 21, 62, 69, 86.
American Guidance Service, Inc. Circle Pines, Minn. 55014	Lloyd M. Dunn, Ph.D., James O. Smith, Ed.D., Kathryn B. Horton, M.S., Peabody Language Development Kit, Level P.	Aud: 8, 71
	Lloyd M. Dunn, Ph.D., James O. Smith, Ed.D., Peabody Language Development Kit, Level 1.	Aud. 26, 71
Bell & Howell 7100 McCormick Road Chicago, Ill. 60645	Language Master	Vis. 27.
Bowmar P.O. Box 3623 Glendale, Calif. 91201	Record: "Listening Time Stories" by Louise Binder Scott and Louise Wood, Albums #1 and #2.	Aud. 34, 36, 83.
Continental Press P.O. Box 554 Elgin, Ill. 50120	Visual Discrimination Pictures, Sheets of Ditto	Vis. 54, 62 Aud. 90.
Developmental Learning Materials 7440 Matchez Avenue Niles, Illinois 60648	Association Picture Cards	Vis. 51, 55, 66, 68, 70, 73.
	Vocab - Tracks	Aud. 145
Edu-Cards Corp. 60 Austin Blvd. Commack, N. Y. 11725	ABC Lotto	Vis. 8, Aud. 72.
Educational Service, Inc. P. O. Box 219 Stevensville, Mich. 49127	Book: Rescue	Aud. 13.
Follett Publishing Co. 1010 W. Washington Chicago, Ill. 60607	Book: Virginia Reid, Helen P. McDonald, Tonja Perry, The World of Language, 1972, Books M and I	Aud. 126
Houghton Mifflin 1900 South Batavia Ave. Geneva, Ill. 60134	Game: Getset, Games for Beginning Readers, #1-35223	Vis. 26 Aud. 47, 48, 64, 65, 128, 143, 148
Ideal School Supply Co. 11000 S. Lavegne Ave. Oak Lawn, Ill. 60453	Picture Cards for Peg Board, #2721 Tray Puzzle, Phonics #3700 Tray Puzzle, Grammar, #3710 Rhyming Pictures for Peg Board, #2694	Aud. 14, 31, 42, 45, 51, 52, 58, 62, 63, 71, 88, 89, 91, 93.
	Tray Puzzles	63
Invicta Plastics, Lt. Educational Aids Division Oadby, Leicester, England	Attribute Blocks, I. P. 1107	Vis. 2a Aud. 112.

Source	Material	Used in Act. No.
Joint County School System Box 1406 4401 Sixth Street Rd., S. W., Cedar Rapids, Iowa 52406	Book: From Toys to Tools (presently out of print)	Vis. 2, 68, 73, 74.
Laurie Enterprises, Mfrs. Phillips-Avon, Maine 04966	Jumbo-Alpha-A-Number, lower case #2302 (washable crepe foam) Early Literacy	Vis. 8, 26 Aud. 42.
Lyons and Carnahan Education Division Meredith Corp. 407 East 25th St. Chicago, Ill. 60614	Games: "Old Itch" and "Vowel Dominoes" in a set of games called, Phonics We Use, #352700	Aud. 22, 136
McGraw-Hill Book Co. Webster Division Manchester Rd. Manchester, Mo. 63011	Book: Talking Time (2nd Edition) 1966, Louise Binder Scott, & J. J. Thompson.	Aud. 2, 34, 35, 36, 37, 38, 39, 40, 83, 84, 85, 108, 126.
	Book: Learning Time with Language Experiences for Young Children, 1968, Louise Binder Scott.	Aud. 126
Milton Bradley Co. Springfield, Mass. 01101	Kit: Merle B. Korner, Ph.D., GOAL Language Development Game Oriented Activities for Learning.	Vis. 57.
	Quizmo	Vis. 39 Aud. 50, 74
	Sort-a-Card Game	Vis. 56 Aud. 42, 138, 141
	Twister Game, #4645	Vis. 32 Aud. 55, 63
	Flannel Board - manuscript, lower case letters, #7804	Vis. 8, 22.
Scott Foresman 1900 E. Lake Ave. Glenview, Ill. 60025	Record - "Sounds Around Us"	Aud. 1
	Reading Cards	Vis. 12, 17, 67, 76a
Singer Educ. & Trn'g Products Society for Visual Educ., Inc. 1345 Diversey Chicago, Ill. 60614	Initial Vowel Sounds Floor Game #5557	Aud. 131
Trend Enterprises P. O. Box 8623 Whitebear Lake, Minn. 55110	Wipe-Off Designs	Vis. 3 Aud. 62

Source	Material	Used in Act. No.
University City School District 725 Kingsland Ave. University City, Missouri 63130	Book: Sensory Experiences Aud. and Vis. Tactile - Developmental Skills, Series Book II	Vis. 2
Wollensak Teaching Tape, Mincom Division 3 M Company 3 M Center, St. Paul, Minn. 55101		Aud. 77, 124, 125, 125b, 126, 131
2505 Towering Oaks Bryan, Texas 77801	Book: Jean Marie Anderson, Brenda Fortenberry, Betty Coody, On With Games, 1971	Aud. 49, 63, 67, 88, 103.

Source	Material	Used in Act. No.
Addison-Wesley Publ. Co., Inc. 106 West Station Street Barrington, Ill. 60010	Book: Mr. Tall and Mr. Small, Young Scott Books	Act. #85
	Esphyr Slobodkina, Caps For Sale, 1947.	Act. #159
American Guidance Service, Inc. Circle Pines, Minn. 55014	Lloyd M. Dunn, Ph.D., James O. Smith, Ed.D., Kathryn B. Horton, M.S., Peabody Language Development Kit, Level #P.	Act. #1,2,3,5,6,9, 10,15,16,19,29,35,36, 37,38,41,43,44,48,52, 61,64,65,71,73,75,80, 86,88,90,98,100,103, 105,116,125,126,127, 128,129,130,154,156, 157,173.
	Lloyd M. Dunn, Ph.D., James O. Smith, Ed.D., Peabody Language Development Kit, Level #1.	Act. #5,6,7,21,26,27, 29,36,38,48,53,55,56, 64,67,68,69,71,72,73, 74,80,83,84,85,86,92, 93,96,97,112,114,115, 116,117,122,124,131, 133,134,135,136,137, 138,158,164.
Bell & Howell 7100 McCormick Road Chicago, Ill. 60645	Language Master	Act. #9,32,132,137.
Bobbs-Merrill Co., Inc. 4300 W. 62nd Street Indianapolis, Ind. 46268	Book: Rene Sheret, What If You Heard, 1970.	Act. #22.
Bowmar 622 Rodier Drive Glendale, Calif.	Books: Beth Clure. Helen Rumsey, Little, Big, Bigger, Manipulative Books.	Act. #98.
	Lucille Wood, A Summer Day on the Farm, found in "Rhythms to Reading".	Act. #163
	Ellen Blance, Ann Cook, Monster Books.	Act. #190
	Tape: "Seeds and More Seeds" in tape "The World of Nature", #518, The Best in Children's Literature.	Act. #142
Cornet	Available from Area XI - Film: "Animal Babies Grow Up"	Act. #153

Source	Material	Activity Used In
Coward-McCann & Geoghegan, Inc. 200 Madison Ave. N.Y., N.Y. 10016	Book: Wanda Gag, Millions of Cats, 1938.	Act. #152
Thomas Y. Crowell 201 Park Ave. So. N.Y., N.Y. 1003	Book: Paul Showers, The Listening Walk, 1961.	Act. #14
Cuisenaire Co. of America, Inc. 12 Church Street New Rochelle, N. Y. 10805	Cuisenaire Pods, by Patricia Davidson, Arlene Fair, Grace Galton	Act. #99
Developmental Learning Materials 7400 Matchez Ave. Niles, Ill. 60648	Association Picture Cards I & II, No. P 124 & 156.	Act. #26,63,96,112, 172.
Edu-Cards Corporation 60 Austin Blvd. Commack, N. Y. 11725	Food Lotto Game	Act. #5
	Farm Lotto Game, #104	Act. #41
	Object Lotto Game, #127	Act. #26,107
	Zoo Lotto Game, #101	Act. #41
	Animal Lotto Game	Act. #8
	Toy Lotto Game,	Act. #60
	Lotto Games	Act. #124
Eye Gate House Jamaica, N. Y. 11435	Filmstrips, "Sight and Sound Discovery Trips", #199	Act. #33,76,172
Follett Publishing Co. 1010 W. Washington Chicago, Ill. 60607	Record-Books Kit, The Junior Listen-Hear Program, Jan Slepian, M.A., Ann Seidler, Ph.D.	Act. #31,33,115, 124,126,131,135,147, 150,156,157,158,161, 172,181,183
	Books: Jean H. Berg, Little Red Hen, 1963	Act. #162
	Margaret Hillert, Three Bears, 1963	Act. #102,150
	Margaret Hillert, Three Little Pigs, 1963	Act. #102,133
General Learning Corp. Morristown, N. J. 07960	Judy, See-Quees Series Story Boards (12 pieces in 13"x14" frame)	Act. #170,172

Source	Material	Activity Used In
Golden Press Subsidiary of Western Publishing Co., Inc. 850 Third Ave. N. Y., N. Y. 10022	Books: Karen's Opposites, 1971.	Act. #84
	Richard Scarry, Best Word Book Ever, 1963.	Act. #104
Harcourt Brace Jovanovich, Inc., 755 Caldwell Ave. Chicago, Ill. 60648	Book: Joan W. Anglund, Look Out the Window, 1959.	Act. #110
Harper & Row 2500 Crawford Ave.	Books: Ruth Krauss, The Backward Day, 1950.	Act. #135,168
	Ruth Krauss, A Hole Is To Dig: A First Book of First Definitions, 1952.	Act. #109
	Ruth Krauss, Open House for Butterflies, 1960	Act. #109
	Charles G. Shaw, It Looked Like Spilt Milk, 1947.	Act. #174,186
	Gene Zion, Harry the Dirty Dog.	Act. #141
Houghton Mifflin 1900 So. Batavia Ave. Geneva, Ill. 60134	Book: Getting Ready to Read, M. Lucile Harrison, Wm. K. Durr, Paul McKee, Linguistic Advisor-Jack E. Kittell.	Act. #106
Holt, Rinehart & Winston, Inc. 625 N. Michigan Ave. Chicago, Ill. 60611	Book: Bill Martin, A Ghost Story, Holt Instant Reader, Level I.	Act. #158
The Instructo Corp. Paoli, Pa. 19301 (Subsidiary of McGraw-Hill)	The Classification Game, Instructo Activity Kit, #1014	Act. #78,84
	Discovering Opposites, Instructo Activity Kit, #101	Act. #84,95
	We Dress For The Weather, Flannel Board Kit	Act. #55
	People We Know, #1161	Act. #167
London Records	#6559, Swan Catalog, "Pictured At An Exhibition", Pianist Shtenazy, Zubin Mehta conducting Philadelphia Orchestra.	Act. #34

Source	Material	Activity Used In
McGraw-Hill Book Co. Webster Division Manchester Road, Manchester, Mo. 63011	Book: Louise Binder Scott, Learning Time With Language Experiences for Young Children.	Act. #89,107,109, 110,115,119,123, 124,139,147,11,23, 94,106.
Milton Bradley Co. Springfield, Mass. 01101	GOAL, Language Development, Game Oriented Activities for Learning by Merle B. Korner, Ph/D., #7575	Act. #10,96,126, 172.
	Opposites - Flannel Board Teaching Aids, #7824.	Act. #83,93.
	Parquetry Design Blocks - #8439	Act. #86.
	Scene Sequence Cards, #7547	Act. #172
	Sequence Poster Cards, 3 Scene, #7546	Act. #171
Nat'l Council of Teachers of English 508 South Sixth Street Champaign, Ill. 61822	Book: Marlene Glaus, From Thoughts to Words, 1965.	Act. #32,88,90, 93,05,109,117,121.
Oddo Publ. Inc. Beuregard Blvd. Fayetteville, Ga. 30214	Book: Alvin Westcott, Word Bending With Aunt Sarah, 1968.	Act. #121
Parents Magazine Press 52 Vanderbilt Ave. N.Y., N.Y. 10017	Book: Miriam Young, Jellybeans for Breakfast, 1968.	Act. #141
Platt-Munk Div. of Questor Educational Products Co. Bronx River Ave. Bronx, N. Y. 10472	Book: Nova Nestrick (editor), Gingerbread Boy.	Act. #174
Scholastic Book Series 904 Sylvan Ave. Englewood Cliffs, N. J. 07632 or Scholastic Book Services, Division of Scholastic Magazines 50 W. 44th Street N. Y., N. Y. 10036	Books: Leonore Klein, Brave Daniel, 1969.	Act. $120
	Maurice Sendak, Where The Wild Things Are.	Act. #34,101
	Book-Record Comb.: Ann McGovern, Too Much Noise.	Act. #33
	Ruth Krauss, A Carrot Seed.	Act. #141.

Source	Material	Activity Used In
Scott, Foresman 1900 East Lake Ave. Glenview, Ill. 60025	Book: M. H. Arbuthnot, Time For Poetry	Act. #149
Charles Scribner's Sons 597 Fifth Ave., N. Y., N. Y. 10017	Book: Marcia Brown, Cinderella, 1954.	Act. #166
Viking Press, Inc. 625 Madison Ave. N. Y., N. Y. 10022	Book: Marie H. Ets, Gilberto and The Wind.	Act. #149
World Publishers 110 East 59th St. N. Y., N. Y. 10022	Book: Jane Carruth, Goldilocks and the Three Bears, 1972	Act. #102,150
Young Peoples Record Guild New York, New York	Record: "Playful Scarf"	Act. #34

Source	Material	Activity Used In
American Book Co. Van Nostrand Co. 300 Pike Street Cincinnati, Ohio 45202	"Hokey Pokey" in Music for Early Childhood - New Dimensions Music Series	Act. #27
	ABC Kindergarten Song Book	Act. #1,78,79
	Music For Young Americans, ABC Music Series, Book I, 1963.	Act. #63
American Guidance Service, Inc. Circle Pines, Minn. 55014	Lloyd M. Dunn, Ph.D., James O. Smith, Ed.D., Kathryn B. Horton, M.S., Peabody Language Development Kit, Level #P	Act. #4
Appleton-Century-Crofts Educational Division 440 Park Ave., S., N. Y., N. Y. 10016	Evelyn L. Schurr, Movement Experiences for Children, 1967	Act. #61
Bowmar 622 Rodier Drive Glendale, Calif, 91201	"Singing Fun", including "I Wiggle" and "My Hands" by Louise Binder Scott and Lucille Wood, #001	Act. #26
Milton Bradley Co. Springfield, Mass. 01101	"Twister Game", #4645	Act. #104
Christian Press Long Beach, California (Library of Congress Catalog Card #A-237556)	Jacquelyn Blotner, James Pugh, Hop, Skip, Jump, Read, 1971	Act. #62,56, 183
Educational Activities, Inc. Box 392 Freeport, N. Y. 11520	Wm. T. Braley, Daily Sensorimotor Training Activities, 1968	Act. #1,15,169, 170,224,225
	Bryant J. Cratty, Developmental Sequences of Perceptual-Motor Tasks, Movement Activities for Neurologically Handicapped and Retarded Children and Youth, 1967.	Act. #43,44
	Henry "Buzz" Glass, Exploring Movement, 1966.	Act. #34,48
	"The Rhythmic Parachute Play Record"	Act. #197,198
	"Honor Your Partner", Album 12, by Ed Durlacher	Act. #101

Source	Material	Activity Used In
Educational Record Sales 157 Chambers Street New York, N. Y.	"Childhood Rhythms", Series II Ruth Evans	Act. #84,101.
Fearon Publishers 6 Davis Drive Belmont, Calif. 94002	Robert E. Valett, The Remediation of Learning Disabilities, 1967	Act. #65,77,80.
Folkways Record Co. 701 7th Ave. N. Y., N. Y. 10036	"Skip Rope" (F.P. 729)	Act. #97
Follett Educational Corp. 1010 W. Washington Chicago, Ill. 60607	Marianne Frostig, Move-Grow-Learn	Act. #9,16,19,20,23, 28,29,32,33,39,40,4 45,50,51,74,75,107, 111,115,121,125, 126,139,140,152, 153,157,160,163, 165,182.
Ginn and Company 450 West Algonquin Rd. Arlington Heights, Ill. 60005	Magic of Music	Act. #57,63.
Charles E. Merrill Publishing Co. 1300 Alum Creek Dr. Columbus, Ohio 43216	Learning to Move and Moving to Learn, Wanda Rector Arbuckle, Book I, Insects, 1969	Act. #54,66,146.
	Muska Mosston, Developmental Movement, 1965	Act. #42,82,83.
	Kephart, The Slow Learner in the Classroom	Act. #177,179.
National Education Association Journal of Health-Physical Education-Recreation, 3rd Edition American Assoc. of Health, Physical Education and Recreation Washington, D.	How We Do It Game Book	Act. #137
Nissen Trampoline Company 27th St. Cedar Rapids, Iowa 52404	Kit of materials, description of trampoline and activities.	Act. #181
Peek Publications Box 11065 Palo Alto, Calif. 94306	Layne C. Hackett, Robert G. Jenson, A Guide to Movement Exploration, 1973	Act. #30,35,36,38, 46,47,49,52,53,60, 67,68,81,85,94,107, 137.

Source	Material	Activity Used In
Perception Development Research Assoc. P. O. Box 936 La Porte, Texas 77571	Trampoline Boards	Act. #177
Prentice-Hall, Inc. Englewood Cliffs, N. J. 07632 or 999 East Touhy Ave. Des Plaines, Ill. 60019	Bryant J. Cratty, Active Learning, 1971.	Act. #27
RCA Records Educational Dept. 1133 Avenue of the Americas N. Y., N. Y. 10036	"Seven Jumps" (Denmark Folk Dance Record) (LPM-1623, p. 26 of RCA Records, School and Library Catalog 1973)	Act. #62,110.
School District of University City 725 Kingsland Ave. University City, Missouri 63130	Motor Activities, Booklet I, Developmental Skills Series	Act. #31,55,88, 120,167.

APPENDIX E

MONITORING FORMS

PROJECT ER'
Early Reading-Readiness Achievement
Monitoring Chart

Gross Motor

Week of: School: Teacher:

Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL
1							50							102							150							202
1a							51							103							151							203
2							52							104							152							204
3							53							105							153							205
3a							54							106							154							206
4							55							107							155							207
4a							56							108							156							208
5							57							109							157							209
6							58							110							158							210
7							59							111							159							11
8							60							112							160							212
9							61							113							161							213
10							62							114							162							214
11							63							114a							163							215
12							64							114b							164							216
13							65							114c							165							217
14							66							115							166							218
15							67							116							167							219
16							68							117							168							220
17							69							118							169							221
18							70							118a							170							222
19							71							119							171							223
20							72							120							172							224
21							73							121							173							225
22							74							122							174							226
23							75							123							175							227
24							76							124							176							228
25							77							125							177							229
26							78							126							178							230
27							79							127							179							231
28							80							128							180							232
29							81							129							181							233
30							82							130							182							234
31							83							131							183							235
32							84							132							184							236
33							85							133							185							
34							86							134							186							
35							87							135							187							
36							88							136							188							
37							89							137							189							
38							90							138							190							
39							91							139							191							
40							92							140							192							
41							93							141							193							
42							94							142							194							
43							95							143							195							
44							96							144							196							
45							97							145							197							
46							98							146							198							
47							99							147							199							
48							100							148							200							
49							101							149							201							

PROJECT ERA
Early Reading-Readiness Achievement
Monitoring Chart

Verbal Expression

Week of: School: Teacher:

Act. #	Mon.	Tue.	Wed.	Thur.	Fri	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL
1							51							101							151							
2							52							102							152							
3							53							103							153							
4							54							104							154							
5							55							105							155							
6							56							106							156							
7							57							107							157							
8							58							108							158							
9							59							109							159							
10							60							110							160							
11							61							111							161							
12							62							112							162							
13							63							113							163							
14							64							114							164							
15							65							115							156							
16							66							116							167							
17							67							117							168							
18							68							118							169							
19							69							119							170							
20							70							120							171							
21							71							121							172							
22							72							122							173							
23							73							123							174							
24							74							124							175							
25							75							125							176							
26							76							126							178							
27							77							127							179							
28							78							128							180							
29							79							129							181							
30							80							130							182							
31							81							131							183							
32							82							132							184							
33							83							133							185							
34							84							134							186							
35							85							135							187							
36							86							136							188							
37							87							137							189							
38							88							138							190							
39							89							139							191							
40							90							140							192							
41							91							141							193							
42							92							142														
43							93							143														
44							94							144														
45							95							145														
46							96							146														
47							97							147														
48							98							148														
49							99							149														
50							100							150														

PROJECT ERA
Early Reading-Readiness Achievement
Monitoring Chart

Word Attack

Week of: School: Teacher:

Visual Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Auditory Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL	Act. #	Mon.	Tue.	Wed.	Thur.	Fri.	TOTAL
1							51							12a							62							113						
1a							52							12b							63							114						
2							53							13							64							115						
2a							54							14							65							116						
3							55							15							66							117						
4							55a							16							67							118						
5							56							17							68							118a						
6							57							18							69							119						
7							58							19							70							120						
8							59							20							71							121						
9							60							21							72							122						
10							61							22							73							123						
11							62							23							74							124						
12							63							24							75							125						
13							64							25							76							125a						
14							65							26							77							125b						
15							66							27							78							126						
16							67							28							79							126a						
17							68							29							80							127						
18							69							30							81							128						
19							70							31							82							129						
20							71							32							83							130						
21							72							33							84							131						
22							73							34							85							132						
23							74							35							86							133						
24							75							36							87							134						
25							76a							37							88							135						
26							76							38							89							136						
27							76a							39							90							137						
28							77							40							91							138						
29							77a							41							92							139						
30							78							42							93							140						
31														43							94							141						
32														43a							95							142						
33														44							96							143						
34														45							97							144						
35														46							98							145						
36														47							99							146						
37							Auditory							48							100							147						
38							1							49							101							148						
39							2							50							102													
40							3							51							103													
41							4							52							104													
42							5							53							104a													
43							6							54							105													
44							7							55							106													
45							8							56							107													
46							9							57							108													
47							9a							58							109													
48							10							59							110													
49							11							60							111													
50							12							61							112													

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